

Sports Media and Children's Value System: An Analytical Approach to Football Games

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Abstract:

Sports media represents one of the most prominent forms of mass communication that profoundly influences collective consciousness by presenting various types of athletic content. This is especially evident given the widespread proliferation of modern technologies that have made sports a daily commodity accessible to all societal segments. Football matches, in particular, stand out as the most engaging athletic activity for children, forming a significant part of both their imaginary and real worlds during a developmental stage that serves as the solid foundation for future personality construction. It is during this period that core values, which guide individual behavior and social interactions, are established.

Since the media, including sports media, plays a pivotal role in the socialization process, its impact on the children's value system becomes a subject worthy of rigorous research and analysis. Accordingly, this study aims to understand the nature of the relationship between sports media content directed at children, specifically football matches, and the values acquired by these children as a result of their exposure to and consumption of this type of media.

Keywords: Sports Media, Value System, Children, Football.

Introduction

Sports media, defined as all media outlets concerned with reporting and covering athletic events, including television channels, radio, newspapers, and digital platforms, plays an active role in transmitting athletic images and situations that children perceive as role models or ideals to emulate (Booth et al., 2020, p. 53). It is considered one of the most significant modern tools influencing societies, particularly the youth and children. This demographic spends an increasing amount of time following sports events, especially football matches, which enjoy immense global popularity. Media presents these events in attractive and exciting ways that capture children's attention, making them susceptible to the behaviors and values embedded within these matches.

Values are the cornerstone of building a child's personality and defining their behavioral traits during early developmental stages. They help children form a moral and social

consciousness that enables balanced interaction with themselves and their environment. Promoting positive values such as patience, respect, and cooperation develops a child's sense of responsibility and belonging, contributing to their protection against negative behaviors in the future (Al-Serjani, 2018, p. 45). Studies indicate that instilling values since childhood contributes to preparing active citizens who respect the law and interact constructively with their society (Al-Bazzaz, 2020, p. 102).

Football matches play a central role in shaping children's value systems; they are not merely athletic events but platforms for learning social and behavioral values, such as teamwork, sportsmanship, and discipline, alongside the values of competition and challenge (Kareem, 2019, p. 78). On the other hand, these matches may also carry negative messages, such as violence, fanaticism, and aggression, which in turn affect children's social behaviors (Al-Hashimi, 2021, p. 102).

With the expansion of new media and social media, the influence of sports media has become more complex and profound. Sports content often merges with entertainment and social content, doubling its impact on values and behaviors. Studying the impact of sports media on children's value systems gains immense importance in light of the developmental and educational role that sports can play. Understanding how these values are formed through following football matches helps in developing educational and media policies aimed at maximizing positive influences and minimizing negative ones (Al-Hindi & Al-Warraf, 2013; Al-Dossary, 2024).

Therefore, this study aims to analyze the value-based content of football matches presented through sports media and how they contribute to building children's value systems by answering the following question: **How does sports media, specifically watching football games, contribute to shaping the child's value system?**

Importance of the Study

The importance of this study lies in its focus on sports media as one of the most influential fields in the social and moral socialization of children. This is particularly evident during the broadcasting of football matches, which are among the most attractive media materials for children. There is a growing need to analyze the value-based discourse directed at children through these matches, given the rising culture of viewership and the increasing role of media in shaping patterns of thought and behavior, due to its long-term effects on the child's value system.

Objectives of the Study

This study aims to:

1. Identify the role of sports media in constructing the child's value system.
2. Determine the nature of the values (positive and negative) included in sports media coverage of football matches.

3. Understand how these values impact children's attitudes and behaviors, and explain the mechanisms of this influence based on media effect theories.

Concepts and Terms

1) Sports Media:

The process concerned with disseminating news, information, and facts related to sports, and interpreting the rules and laws governing games and athletic activities. Its purpose is to spread sports culture among community members and develop athletic awareness. Through mass communication, it influences the behavioral and value-based growth of its audience (Al-Hammami & Saeed, 2006, p. 98).

2) Value System:

A set of social standards, ideas, attitudes, and behavioral practices formed by individuals through interaction with their social environment, including individual and social situations and experiences. It enables the individual to choose goals and directions for their life system and in their dealings with others. It manifests as organized mental and emotional judgments characterized by generality toward individuals, objects, meanings, and various activities.

3) Football Matches:

- **Football:** Defined by the International Federation of Association Football (FIFA) as a match played between two teams, each consisting of 11 players, one of whom is a goalkeeper. The match is played on a rectangular field with two goals at either end, and the objective is to score goals by kicking the ball into the opponent's goal.
- **Football Matches:** These are competitive encounters held between two teams according to specific rules organized by local and international sports bodies, representing the most prominent form of mass athletic expression. These matches are athletic, social, and media events with a broad impact on the public. They may be used as communicative, entertaining, and educational mediators, playing a major role in "star-making," promoting identity and belonging, and disseminating athletic values in society, especially among children who are behaviorally and culturally **influenced by them** (Al-Serjani, 2018, p. 65).

Previous Studies (Literature Review)

1. Study of Rakash Jamal (2017):

- **Title:** "The Impact of Sports Media on Adolescents and its Reflections on the Personality of Middle School Students."
- **Objectives:** To investigate the impact of sports media on adolescents and how it reflects on their personalities during the middle school stage.
- **Methodology:** The researcher used the **descriptive approach**, relying on a **questionnaire** as the data collection tool.
- **Sample:** 320 students (210 males, 110 females).
- **Key Findings:**

- ✓ The volume of sports viewership positively affects the construction of the adolescent's personality toward practicing physical education and sports.
- ✓ Specific sports programs are more effective than others in attracting adolescents to physical activity.
- ✓ Watching sports celebrities on television stimulates motivation toward practicing sports and physical education.

2. Study of Ghassan Al-Mansour (2017):

- **Title:** "The Value System and its Relationship to the Sense of Coherence: A Field Study on a Sample of Students from the Departments of Psychology and Psychological Counseling at the Faculty of Education, Damascus University."
- **Objectives:** To uncover the potential relationship between the value system and the sense of coherence among university students.
- **Methodology:** The **descriptive-analytical approach** was employed.
- **Sample:** 283 second-year male and female students.
- **Key Findings:**
 - ✓ There is a positive correlation between the value system and the sense of coherence.
 - ✓ The variables of gender (male/female), high school certificate (scientific/literary), and academic specialization significantly impact the value system and the sense of coherence.

3. Study of Rozah Al-Dossary (2024):

- **Title:** "The Extent of New Media's Impact on the Pedagogical Values of Children in Early Childhood Schools."
- **Objectives:** To reveal the reality of new media's impact on children's values and identify the requirements for utilizing new media in forming positive values.
- **Methodology:** The **descriptive-survey approach** was used via a questionnaire.
- **Sample:** 332 female teachers from early childhood schools in Dammam.
- **Key Findings:**
 - ✓ New media tools help develop values such as cooperation, initiative, self-reliance, and love for work.
 - ✓ Continuous use of new media tools may lead to the child's indifference toward losing social relationships with others.

4. Study of Makhlouf Boumediene (2015):

- **Title:** "The Value System in Light of Modern Information and Communication Technology: The Internet as a Model."
- **Objectives:** A theoretical study aimed at identifying internet technology and its services, the factors driving its use, and the changes it brings to the social values that form the basic structure of society.

5. Study of Seghoul Hedjira (2012):

- **Title:** "Visual Sports Media and the Dissemination of Values among Algerian Youth – An Approach to the Axiological Determinism Theory of Communication."
- **Objectives:** This study aimed to delineate the capacity of visual sports media to host values and ethics according to **Abderrahmane Azzi's** axiological concept. It emphasizes that media should rely on human values, ethics, and religious principles while avoiding hatred, racism, and misinformation.
- **Key Findings:** Visual sports media plays a significant role in changing youth behavior and values by using **persuasive mechanisms**, such as digital imagery and technological media, to influence the audience.

6. Study of Atef Nemer Khalifa & Sally Said Al-Deeb (2023):

- **Title:** "Digital Media and its Role in Building the Social Value System among Egyptian Sports Fans."
- **Objectives:** To identify the role of digital media in constructing social values among Egyptian sports fans.
- **Methodology:** The **descriptive approach** was used, with a questionnaire designed by the researchers.
- **Sample:** A pilot sample of 40 and a primary sample of 220 Egyptian sports fans.
- **Key Findings:**
 - ✓ Digital media plays a significant role in building the social value system with a **relative weight of 88.58%**.
 - ✓ The study recommended addressing youth issues such as unemployment and providing suitable job opportunities for all specializations.

Theoretical Framework: Sports Media

1) Concept of Media and Sports Media

- **Conceptual Framework: Media and Sports Media**

The Concept of Media:

- A process of investigating current and factual news and disseminating it as widely as possible through modern media outlets (Zebian, 1987, p. 45).
- Providing the public with accurate news, sound information, and established facts that help form a correct opinion regarding an event or a problem (Hamza, 1967, p. 60).
- Supplying the masses with correct information, facts, and honest news aimed at assisting them in forming a sound opinion regarding a problem or a public issue, especially those on which people hold conflicting views.

The Concept of Sports Media:

- It is the process of disseminating sports news, information, and facts, and explaining the rules and laws specific to games and athletic activities, with the intent of spreading a sports culture among community members and developing their athletic awareness (Khadour, 1994, p. 87).

- It is the process that disseminates news and facts related to sports and explains the rules and laws governing games and athletic activities to the public, aiming to spread sports culture and foster athletic consciousness (Al-Hammami, 2006, p. 98).

The Importance and Objectives of Sports Media

Sports media is one of the most prominent components of the contemporary communication system, given its pivotal role in guiding public awareness and reinforcing societal values associated with sports. With its evolution and expansion across various media platforms, sports media has become an effective tool for shaping public opinion and generating cultural and social influence, transcending the traditional function of merely reporting news and matches. The impact of sports media manifests in several key aspects, most notably:

- **Promoting Athletic Culture:** Media contributes to raising athletic awareness across different societal groups by providing educational and analytical programs that elevate the general understanding of sports systems, rules, and skills (Al-Jamal, 2012, p. 61). It also spreads health awareness by highlighting the benefits of physical activity, contributing to the development of motor skills through educational documentaries and sports sessions, simplifying concepts, disseminating noble athletic values, and combating negative phenomena.
- **Deepening National Belonging:** Media coverage of national athletic achievements evokes feelings of pride and affiliation, enhancing the nation's image in international forums (Al-Qaryouti, 2014, p. 25).
- **Creating Athletic Icons:** Media plays a prominent role in highlighting sports stars and transforming them into influential societal symbols by shedding light on their achievements and personalities.
- **Supporting the Sports Economy:** Media promotes major sporting events, which contributes to attracting investments, stimulating sports tourism, and increasing the marketing value of clubs and players (Al-Sarhan, 2017, p. 89).
- **Al-Shafei (2003) indicates that sports media aims to:**
 - Spread sports culture by defining and informing the public of the approved rules and regulations in the field.
 - Disseminate all news, information, facts, and issues related to athletic activity through explanation, interpretation, and commentary.
 - Provide entertainment and leisure for the audience.
- **Consolidate and Establish Values and Principles:** This is considered the most important goal of sports media, achieved by conveying specific ideas and attempting to influence public opinion to form positive thoughts in an entertaining and enjoyable manner.
 - Form positive ideas and attitudes toward physical education and competitive sports through the "Sports for All" principle, aiming to increase active participation in various activities.
 - Form public opinion based on honest facts, information, and serious scientific discussions, serving as a support system for contemporary problems in physical education.

- Support and consolidate educational principles and values in individuals by focusing on their social upbringing (socialization) within the athletic field (Al-Shafei, 2003, p. 104).

4. Media Effect Theories

Media effect theories vary between those that assume media has a direct and powerful influence, and those that view the impact as limited or selective, based on the audience's characteristics and social context. Since the inception of mass media, researchers have sought to develop models and theories explaining the nature of the effects these mediums exert on recipients. These theories have enhanced our understanding of how media messages are transmitted and their influence on attitudes and behaviors, serving as analytical tools to interpret the social and cultural changes resulting from this interaction. In this section, we focus on some of these theories in detail:

1. Uses and Gratifications Theory:

This communication theory focuses on the **active role** of the audience in selecting and utilizing media to satisfy their psychological and social needs. Originating in the 1950s as a reaction to prevailing views that saw the audience as a passive entity, this theory posits that the recipient is not passive but seeks out media driven by specific needs. They choose what provides them with cognitive, entertainment, emotional, or social gratification (Al-Khureiji, 2012, p. 225). This theory represented a qualitative shift in audience research, moving from "what media does to people" to "**what people do with media**" (Hamdi, 2017, p. 143).

2. Media System Dependency Theory:

A prominent theory in communication research that focuses on the interactive relationship between the audience and the media. Individuals and societies depend on media to obtain information, form opinions, and make decisions. Its core idea is that media use does not occur in isolation from the influence of the society in which we live. Furthermore, the media's power to influence increases when it performs the function of transmitting information uniquely and intensively (Mekkawi, 2000, p. 271).

3. Hypodermic Needle Theory (or Bullet Theory):

Also known as the **Direct Effect Theory**, it is one of the oldest theories of mass communication. It assumes that the media message is "injected" directly into the recipient's mind, like a bullet or a medical needle, leading to an immediate and direct response without resistance. It emerged between 1920 and 1930 alongside studies of political propaganda (such as WWI and Nazi propaganda). The audience was viewed as a passive mass easily swayed by media messages; in short, media messages of any kind impact the recipient directly, as if they were injected with an anesthetic or hit by a bullet (Oweis & Abdel-Rahim, 1998, p. 24).

4. Cumulative Effects Theory:

An important theory focusing on the fact that media influence does not happen suddenly; rather, it is formed gradually through **cumulative exposure** to similar and repeated media messages over time. Humans require a long period to change their thought patterns and lifestyles.

Continued exposure through sports media to ideas and values that differ from one's accustomed lifestyle influences the individual to varying degrees, depending on their personality structure, psychological state, and social environment. According to this approach, continuous exposure to media content that rejects stadium violence in all its forms, presenting it as contrary to true sportsmanship, leads to a reduction in such incidents over the long term (Al-Haseef, 1994, p. 19).

5. Moderate Effects Theory:

This theory evolved as a reaction to earlier oversimplified theories like the Hypodermic Needle Theory. Its foundation rests on the idea that media influence is neither absolute nor entirely weak; rather, it is **moderate** and contingent upon mediating factors such as audience characteristics, social context, and the nature of the media message itself.

6. Agenda-Setting Theory:

This theory focuses on the media's role in determining the issues the public discusses by highlighting certain topics repeatedly. Developed by **Maxwell McCombs and Donald Shaw**, it posits that the media does not tell people "what to think," but rather "**what to think about.**" Through intensive coverage, media exercises influence over the arrangement of issues in the audience's minds (McCombs & Shaw, 1972, p. 177). Repeated presentation of an issue gives it cognitive priority, which may reflect on public opinion and attitudes toward social and political issues (Mekkawi & Ahmed, 2000, p. 295).

7. Cultivation Theory:

Focuses on the **long-term cumulative effect** of media (especially television) in shaping audience perceptions of social reality. Developed by **George Gerbner** in the 1960s and 70s as part of the "Cultural Indicators Project," it argues that regular television viewers are gradually exposed to cumulative effects on their perception of social reality, reflecting the world as presented by the media rather than objective reality (Gerbner et al., 1986, p. 18). Television, as the most pervasive medium at the time, was seen to instill unified values and mental images among the masses, especially those who rely on it as a primary source of information and entertainment (Al-Khureiji, 2012, p. 242).

The Value System

Values are fundamental concepts in the humanities and social sciences, serving as a guiding reference for human behavior. They express the preferences of individuals and societies regarding what "ought" or "ought not" to be. Values are not merely moral determinants but also cultural and sociological guides that organize individual and collective life. The study of values is increasingly important amidst rapid social and cultural transformations due to their role in preserving cultural identity and maintaining balance in social relations.

1) Concept of Values and the Value System:

- **The Concept of Values:**

○ Values are judgments made by an individual regarding the preference or lack thereof for subjects or things, based on their evaluation or appreciation of these subjects. This process occurs through the interaction between the individual—with their knowledge and experiences—and the representatives of the cultural framework in which they live, through which they acquire such experiences and knowledge (Khalifa, 1992, p. 51).

○ They are abstract concepts and standards used by people to judge the worth of a specific action or behavior. They are linked to everything we perceive as correct and desirable, determining what is worth fighting for, what is preferred, and what is worth sacrificing for (Qazqouz, 2012, p. 170).

- **The Concept of the Value System:**

○ A group of values organized hierarchically according to individual or societal needs, constituting a decisive factor in the beliefs and behavior of the individual and society. It is characterized by relative stability. There are multiple value systems, including (Teleological/Goal-oriented and Instrumental). Primary systems encompass the biological needs of individuals, while secondary systems include social and moral values, among others (Khalifa, 1992, pp. 52-53).

○ An interactive whole of values adopted by individuals or societies either consciously (through free personal choice) or unconsciously (through commitment to the prevailing societal patterns). These values are supposed to be interconnected to ensure the formation and continuity of this total value system amidst the sudden transformations it encounters. However, it may include contradictory values based on the methods of selection (i.e., not chosen by free will), which explains the existence of fragile systems that change rapidly or react negatively to changes. This system is of such importance and gravity that it determines the nature of the value judgments issued by the individual and society (Farhoud & Abed, 2023, p. 54).

2) Types and Classifications of Values:

Value classifications vary according to the criteria adopted for categorization. The most prominent classifications include:

- **By Domain:**

- Religious Values: Related to the sacred, beliefs, and laws.
- Social Values: Regulate relationships between individuals within society.
- Economic Values: Related to production, consumption, and distribution.
- Aesthetic Values: Linked to artistic sense and beauty.
- Political Values: Revolve around concepts of power, justice, and citizenship (Abdel-Rahim, 2015, p. 88).

- **By Source:**

- Individual Values: Produced by the individual through subjective experiences.
- Collective Values: Acquired from society and characterized by relative stability.

- **By Time Span:**

- **Fixed Values:** Have continuity, such as honesty and justice.
- **Variable Values:** Change according to cultural and historical contexts, such as clothing styles.

1. Religious Values: These constitute the highest and most important values for religious individuals. However, they are general values and not restricted to a specific group, especially those established by the Islamic religion, which came to regulate the lives of individuals and groups in an integrated manner, regardless of their categories or affiliations, across various fields of life (Jaber, 1976, p. 143).

2. Subjective (Self) Values: These refer to individual convictions through which a person regulates their relationships, and which are not necessarily practiced within a collective pattern (Shahwan, 2012, p. 46).

3. Social Values: In dealing with others, a person views them as an end rather than a means, thus being compassionate and considerate of their feelings (Jaber, 1976, p. 143).

4. Human Values: These values transcend the social and cultural frameworks of peoples and are developed through contact with others. They include (patience, forgiveness, forbearance, altruism, compassion, cooperation, humility... and many other values with which collective behavior must align) (Shahwan, 2012, p. 46).

5. National Values: These are values resulting from common denominators among groups, even if they are geographically distant (language, religion, ethnic affiliation, history, civilization...). They are a common bond among groups that helps them survive and continue, fostered by their pursuit of preserving their distinctiveness in the face of a threat, and mobilization through citizenship education (Shahwan, 2012, p. 46). Likewise, the existence of a "State for All" that respects differences and achieves social and political integration for the citizen is among the most important factors for consolidating these values (Hameed, 2020, p. 345). These are lofty and purposeful values, and the Quran established them by considering the love of one's homeland a major value (Rabaaba et al., 2018, p. 189).

6. Economic Values: These focus on matters of private utility related to production, marketing, consumption, and the investment and accumulation of wealth. Consequently, those who hold these values are economic individuals and businessmen, who may view the first type (religious/social) as a burden, and their values often clash with aesthetic values.

7. Political Values: These fall within the sphere of interest of the political individual, where power is considered the most important pillar and motive. Regardless of their position, they always express a desire for control (Jaber, 1976, p. 143) and influencing the behavior of the opposite party, whether it is another state or even within the same state—to achieve certain goals (Hassan, 2022, p. 46). These values regulate the political behavior of individuals because their conduct will be in accordance with the environment and social values (Kareem, 2020, p. 550).

8. Theoretical Values: This type of values is concerned with the issue of discovering the truth. Holders of these values are interested in intellectual or critical aspects and are often scientists or philosophers (Jaber, 1976, p. 143).

9. Aesthetic Values: These values relate to formal aspects and matters of harmony. To their holders, they are equal to the truth (Truth = Beauty). The processes that occur in the economic side of values are seen as destroying their most important values (Jaber, 1976, p. 143). They are considered among the major human values, alongside Truth and Goodness (Al-Saffar, 2019, p. 231)

Sports Media and Value Construction in Children

Sports media is one of the most influential tools in shaping the values and attitudes of children, due to its immense appeal and popularity. By following sports programs, commentaries, and athletic role models, children are exposed to a set of positive and negative values that affect the construction of their personalities and behaviors (Al-Jabali, 2018, p. 45). The significance of this discourse intensifies during the broadcasting of football matches, where viewership rates soar and emotional engagement peaks. In this context, the sports commentator and analyst become "transmitters of meaning" and "mediators of values." Consequently, it is essential to analyze the nature of the values embedded in this discourse, distinguishing between those that promote positive behavior and those that may instill negative practices affecting children's awareness and conduct.

1. Football as a Multi-Value Incubator

Televised football matches, which no longer serve a mere informational or entertainment function but play an indirect role in building the child's value system, act as an incubator for diverse values. These include constructive values that contribute to a balanced upbringing, and destructive ones that may foster undesirable behaviors and attitudes. Positive values such as cooperation, respect, and sportsmanship play a vital pedagogical role; they provide children with behavioral models to emulate and reinforce the principle of positive social engagement through teamwork and adherence to rules (Lever, 2014, p. 98).

Conversely, negative values such as verbal violence within stadiums, crowd friction, and exaggerated fanaticism are manifestations that a child may internalize if not guided during media consumption (Boyle & Haynes, 2009, p. 81). The danger of these influences increases in the absence of Media Literacy, where children consume media content without critical thinking or discernment. It is also important to note that these effects are not instantaneous but cumulative, occurring through repeated exposure to media content. They significantly impact younger age groups, particularly between 7 and 12 years old, the stage where the child's core axiological structure is formed (Al-Ali, 2020, p. 119).

These data highlight the urgent need to reconsider the quality of sports media discourse directed at children and to develop strategies aimed at guiding this influence through pedagogical training and regulating televised sports content, in addition to encouraging programs that help children understand what they watch within a sound value-based and educational framework.

2. Positive Values Reinforced by Sports Media through Football Coverage

Numerous studies have shown that sports media can be an effective means of disseminating positive values, such as:

- **Sportsmanship:** Highlighting respect between players and acceptance of match results, which fosters tolerance and discipline. Hijazi (2017, p. 91) emphasizes: "Repeated praise for the ethical behavior of athletes reinforces positive models among recipients."
- **Justice and Impartiality:** Commentators who maintain objectivity reinforce the concepts of athletic justice and respect for the law. Al-Owaisi (2015, p. 44) notes: "An impartial media professional serves as an educational model for the recipient."
- **Team Spirit and Cooperation:** Children observe how team success depends on cooperation rather than individual talent alone (Al-Saadoun, 2020, p. 112).
- **Discipline and Commitment:** Sports media shows how players follow rigorous training regimens to achieve success (Al-Khalifi, 2019, p. 78).
- **Challenge and Determination:** Sports stories highlight how heroes overcome failure and persist toward their goals (Al-Zahrani, 2021, p. 63).
- **Persistence and Motivation:** Discourse that emphasizes effort and commitment, even in loss, helps instill patience and industriousness (Khalil, 2020, p. 77).

3. Negative Values Reinforced by Sports Media through Football Coverage

Sports media may also reinforce negative values, such as:

- **Excessive Individualism:** Highlighting the stardom of a specific player at the expense of the team, fostering egoism (Al-Otaibi, 2017, p. 95).
- **Sports Fanaticism:** Focusing on fierce competition can promote fanaticism and aggression in young viewers (Al-Qahtani, 2020, p. 134).
- **Bias:** Biased language toward a particular team is a major source of fan extremism, especially when the professional displays personal bias, negatively impacting children (Al-Omari, 2016, p. 128).
- **Verbal Violence and Sarcasm:** Using mocking or insulting phrases during commentary fosters a climate of symbolic violence. Mansour (2019, p. 64) points out: "Repetitive sarcastic language in sports media weakens the value of respect in young recipients."
- **Deification of Stardom:** Focusing excessively on a star while ignoring the team plants narcissistic values. The "superhuman player" model creates an unattainable standard for children (Khalil, 2020, p. 81).
- **Sensationalism:** When discourse turns into drama, excitement overrides reason, diminishing the child's analytical and critical thinking skills (Salama, 2018, p. 111).
- **Materialism and Consumption:** Promoting sports-related consumer goods reinforces materialistic values (Al-Ghamdi, 2018, p. 57).

Recommendations

1. Promoting Purposeful Sports Media: Producing sports content that considers age differences and pedagogical values.
2. Training Sports Media Professionals: Educating them on providing coverage that promotes positive values and rejects fanaticism and violence.
3. Activating the Role of Family and School: Raising awareness among parents and teachers about the importance of guiding and monitoring sports media content.
4. Media Regulation: Establishing strict codes of conduct for broadcasting matches and sports events.

Conclusion

This study highlighted the pivotal role of sports media, especially football matches, in shaping children's value systems. These matches offer a mix of positive and negative values, placing the child in front of dual-impact content that requires guidance from family, educational, and media institutions.

It also serves as a call for educational and media policymakers to reconsider (or at least regulate) the content presented. There is a need for a value-conscious approach to matches, avoiding sarcastic language and violent implications, while activating Media Literacy frameworks to instill positive values and mitigate undesirable influences.

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