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Impact of Pakistani Vloggers' Content on Youth Resocialization in Multan

Aqsa Qandeel
Lecturer, Department of Sociology, The Women University Multan
Email: aqsaqandeel@wum.edu.pk

Noor Ul Ikhlas
BS Sociology, The Women University Multan

Zahid Zulfiqar
Associate Professor, Department of Sociology NCBA& E Multan Sub Campus
Email: drzahid.mul@ncbae.edu.pk

ABSTRACT

The objectives of current researcher were to examine the influences of vlogging content on the the thoughts, behaviour, lifestyle, and privacy of young people in Pakistan, while shaping their values, ideas, and social norms; to study the benefits and potential risk of consuming vlogging content and to examine the types of vlogs that attract youth and their reasons for engaging with such content. Grounded in Social Learning Theory, the study employed a quantitative methodology, collecting data through surveys from 123 female students at Women's University Multan. Analysis revealed that YouTube was the most frequently used platform, with lifestyle, fashion, and beauty vlogs being the most popular content types. Findings indicate that vlogs have a significant influence on daily decisions, brand preferences, emotional states, and perceptions of global culture. The majority of the respondents acknowledged the replicating vlogger behavior and reported that vlogs affected their views on social and cultural issues, sometimes contributing to stress or low self-esteem. Nonetheless, vlogs were also perceived as valuable tools for informal learning and skill development. The study concludes that while vlogging offers entertainment and educational benefits, it also presents psychological and societal risks. It recommends media literacy education, content regulation, and ethical responsibility among vloggers to ensure a healthier digital environment for youth.

Keywords: Youth preferences, Family Vlog, Mental Health, re-socialization

Introduction

The youth, in today's digital age, are increasingly turning to vloggers as a means of obtaining information, entertainment, and inspiration (Kanwal, Naeem & Saeed, 2023). Vloggers, also known as video bloggers, are individuals who create and share videos of their daily lives, experiences, opinions, and expertise on various subjects (Sasson & Michael-Luna, 2020). With the rise of platforms like YouTube and

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TikTok, vloggers have gained massive popularity and have become a major source of content and influence among youth (Kanwal, 2023). Many youngsters consume vlogs for learning purposes. Educational vlogs enhance knowledge on various subjects, from science to personal development (Greenhow & Lewin, 2016), that re-socialize their behavior.

The youth, in today's digital age, are increasingly turning to vloggers as a means of obtaining information, entertainment, and inspiration (Kanwal, Naeem & Saeed, 2023). Vloggers, also known as video bloggers, are individuals who create and share videos of their daily lives, experiences, opinions, and expertise on various subjects (Sasson & Michael-Luna, 2020). With the rise of platforms like YouTube and TikTok, vloggers have gained massive popularity and have become a major source of content and influence among youth (Kanwal, 2023). Many youngsters consume vlogs for learning purposes. Educational vlogs enhance knowledge on various subjects, from science to personal development (Greenhow & Lewin, 2016), that re-socialize their behavior.

Vloggers motivate young people to pursue their goals, stay active, or be creative; encourage healthier lifestyles, skincare routine or travel vloggers, spark interest in exploring new cultures (Hou, 2019). Some vloggers share useful knowledge, such as life skills, DIY tips, cooking tutorials, or even academic subjects (Snelson, 2016). Many vloggers create strong communities, offering a sense of connection, support, and belonging, especially for those who may feel isolated (Baym, 2015). Positive role models help young viewers build self-esteem (Chin & Morimoto, 2020).

On the other hand, vloggers often show only the highlights of their lives, leading to unrealistic beauty standards, lifestyles, or material expectations (Fardouly et al., 2015). Some vloggers promote products or lifestyles that may not always be beneficial, encouraging excessive spending or unhealthy habits (Muntinga, Moorman & Smit, 2017). Constant exposure to "perfect" lives on social media can lead to comparison, feelings of inadequacy, anxiety, or depression (Fardouly et al., 2015). Some vloggers' content do not suitable for younger audiences promoting risky behaviour or using harmful language (O'Keeffe & Clarke-Pearson, 2011), which can negatively influence viewers' attitudes or actions.

While vlogging content can inspire creativity, self-confidence, and educational development, it can also promote unrealistic standards, materialism, and mental health challenges. Vlogging has emerged not only as a form of entertainment but also as a powerful medium of communication and influence (Burgess & Green, 2018). In Pakistan, this global phenomenon has taken root, with a burgeoning community of vloggers impacting various aspects of youth life, including lifestyle choices, consumer behaviour, political views, and mental health.

Pakistan, with over 64% of its population under the age of 30 (UNDP, 2019), represents a youthful nation highly engaged with digital media. According to the Pakistan Telecommunication Authority (PTA), there were over 124 million broadband subscribers as of 2024, indicating widespread internet penetration. Vlogs, often perceived as authentic and relatable, appeal to young audiences who seek representation and real-life connection (Aran & Rubira, 2021). This demographic trend indicates that youth are not only the primary consumers of digital content but are also significantly influenced by it. Vlogs, in particular, are known for their

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perceived authenticity, relatability, and informal tone, which make them especially appealing to younger audiences (Abidin, 2016). The literature also showed that watching vloggers' videos too often can lead young viewers to develop unrealistic ideas about life, success, or happiness—especially when the vlogs show a lifestyle that is not easy for most people to achieve (Sheldon & Bryant, 2016). Unlike traditional media, vlogs are interactive, allowing youth to comment, share, and directly engage with content creators, thereby building a sense of digital community and peer-like relationships with vloggers. This research looked at how the content created by vloggers affects the way young people think, act, and see the world around them.

A study conducted by Simorgh (2021) found that around 75% of Pakistani youth between the ages of 12 and 21 use social media regularly, spending about 2 to 4 hours online each day. Almost half (49%) said they mostly go online for entertainment, and about 24% said they watch videos as their main activity. Many young people in Pakistan not only watch international vloggers but also follow local influencers. As a result, their beliefs and values can start to change and become more like the ones shown in these videos (Chavez & So, 2020).

This research shows that vlogs can have both positive and negative effects. On the positive side, they can inspire creativity, build confidence, encourage learning, and promote healthier or more active lifestyles. On the other hand, constant exposure to filtered, perfect-looking lives may lead to unrealistic expectations, pressure to look or live a certain way, and even feelings of anxiety or low self-worth.

This study is important because it help to understand how the content created by Pakistani vloggers affects young people. As vloggers become more popular, their videos can influence youth in many ways, such as changing their attitudes, behaviours, and views on life, end of privacy and their personal life. By exploring this impact, the study has provided valuable insights into how vloggers contribute to reshaping social norms and how young people fit into society. It also help to understand how vloggers could be playing a role in the “resocialization” process, where youth learn new behaviours and values, especially in a digital world. This knowledge could be useful for parents, educators, and policymakers to better understand the influence of social media and online content on today’s youth.

Rise of Vlogging and Its Influence on Youth in Pakistan

Social media platforms, a key part of digital media, have completely changed how people interact and share content in recent years (Folkvord et al., 2019). Platforms like Facebook, Instagram, YouTube, and TikTok have billions of users around the world, providing spaces for socializing, creating content, and sharing information (Hammer, 2024). These platforms have also made it easier for regular users, not just traditional media companies, to create and share content with a global audience (Khan, Zaman & Sattar, 2022).

Children, once passive consumers, have now assumed an active role in the digital realm (Tur-Viñes, Núñez-Gómez & González-Río, 2018). Young and child vloggers, armed with charisma and authenticity, have become veritable powerhouses of influence, capturing the attention and loyalty of their young peers. They cater to a wide audience (Neumann & Herodotou, 2020). Youth and child vloggers are

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perceived to be more authentic and trustworthy because their audience connects with them in terms of age and the content created by them (Marôpo, Jorge & Tomaz 2020). With the rise of platforms like YouTube and TikTok, vloggers have become very popular and are now major sources of content for young people (Yan, 2021). Vloggers make videos on a variety of topics, including lifestyle, fashion, beauty, travel, technology, social issues, and more (Ahmed, Cho & Jaidka, 2019). The impact of vlogging on culture needs to be looked at carefully in specific places, like Pakistan. In recent years, Pakistan has seen a big increase in the use of technology and the internet (Khan, Raza & Naseer, 2021).

Vlogging became popular in Pakistan around 2015 as fast internet spread beyond big cities. Early Pakistani vloggers shared their daily life experiences, similar to vloggers in other countries (Abbas et al., 2024). A 2021 study by Simorgh (2021) found that 75% of Pakistani youth aged 12-21 are active on social media, spending 2 to 4 hours a day online. Of these, 49% said they use social media mainly for entertainment, and 24% watch videos. As local youth follow international vloggers and discover local influencers, their values might change to match the lifestyles shown in these videos (Chavez & So, 2020).

By sharing their personal experiences and opinions on various products, vloggers establish a level of trust and credibility with their audience, significantly influencing purchasing decisions (Feijoo & Sádaba, 2021). They create diverse video content covering topics ranging from daily life videos, reviews of products and services, gaming, and demonstrations (George & George, 2021). Product reviews are now invaluable sources, assisting users in their purchasing decisions for various goods and services (Nasiri & Shokouhyar, 2021). Unboxing videos and product demonstrations are another key avenue where vloggers contribute to consumer choice behaviour (Scirri, 2021).

Challenges and Opportunities in the Digital Landscape for Young People

Platforms like YouTube offer youth opportunities to explore creative hobbies, express themselves, and even learn skills. Burke, Kumpulainen and Smith (2023) found that digital platforms helped children develop resilience and confidence. At the same time, digital platforms are often used to promote unhealthy products. A study discovered that vlogging and YouTube are key marketing channels that can expose the youth to toxic trends, such as harmful challenges, unrealistic body images, and excessive materialism (Fardouly et al., 2015; O'Keeffe & Clarke-Pearson, 2011). While the psychological effects of vlogging on youth are complex and multifaceted. Safdar and Abbasi (2024) note that while vlogs provide entertainment and a sense of community, they also lead to unrealistic expectations and body image issues. However, Abbas et al. (2024) discussed how vlogging provides a platform for youth to express their identities and engage with societal issues. Educational vlogs boost understanding of academic topics, life skills, or even emotional intelligence, especially when curated properly (Greenhow & Lewin, 2016). Nadeem (2020) found that exposure to short videos on platforms like YouTube significantly contributes to political information and participation among teenagers in Pakistan.

Furthermore, Yaqub et al. (2022) explore how tourism vlogging has promoted green tourism in Pakistan. Kanwal, Nadeem, and Saeed (2023) argued that while vlogs can

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be informative, they also require viewers to critically assess the content. This literature review synthesizes recent studies to understand the multifaceted impact of vlogging on Pakistani youth, focusing on areas such as social behaviour, cultural identity, educational engagement, and psychological well-being.

Theorical Framework

The theoretical framework of this research combines relevant theories to explain how vlogging affects youth. It looks at how young people learn from vloggers through Social Learning Theory (Bandura, 2001), which suggests that people learn by observing others, especially role models. In the context of vlogging, young people watch vloggers and may imitate their behaviour, ideas, and lifestyle choices. If a vlogger shares a particular way of dressing, talking, or acting, youth might try to copy that behaviour in their own lives. This helps explain how vloggers can influence youth attitudes and behaviours (Bandura, 2001). Recent studies confirm that social media influencers serve as modern role models, shaping behaviours through observational learning in online spaces (Kozlovski, 2020). **This theory** explains that the more people are exposed to media (like YouTube vlogs), the more it shapes their perceptions of reality. If young people frequently watch vloggers who share certain values or ways of living, they may start to see those values as "normal" or ideal.

Research Methodology

The researcher uses a quantitative research method. The researcher used a survey design to collect the data from 123 female students of Women's University Multan at a single point in time. The survey questionnaire was distributed following simple random sampling to the participants for data collection. After collecting data, the researchers analyzed it using IBM SPSS (Statistical Package for Social Scientists) 30.0. The table was formulated applying descriptive and inferential statistics, along with correlation, to find the relation and effect of variables. These variables included psychological/mental health, daily decision-making power, brand/product choice or preferences, and global connectivity. This part is about data analysis of the collected data using SPSS and result generated from the analysis were presented across cases. Data techniques were descriptive analysis and correlation of the main variable were generated.

Table 1
Demographic characteristics of the respondents

Variables	Frequency	Percentage
Age		
16-18	8	6.5%
19-22	44	35.8%
23-25	66	53.7%
Above 25	5	4.1%
Qualification		
BS	72	59.02%
MPhil	50	40.98

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The table 1 describes the demographic information of the respondents. It was found that the majority of the respondents were aged 19–25 years (89.5%) and they were undergraduate (54.5%) and postgraduate (40.7%) students.

Table 2
Use of social media and its impact on daily life

Category	Frequency	Percent
Which of the following platform do you use to watch vlogs?		
Youtube	73	59.8%
Tiktok	38	31.1%
Instagram	18	14.8%
Facebook	8	6.6%
Snapchat	4	3.3%
How often do you watch vlogs online?		
Multiple times a day	70	57.9%
Once a day	22	18.2%
2-3 time a week	5	4.1%
Once a week	23	19%
Less than once a week	1	0.8%
What type of vlogs do you watch most frequently?		
Lifestyle vlogs	68	55.7%
Fashion and beauty	31	25.4%
Travel vlogs	14	11.5%
Product review/unboxing vlogs	9	7.4%
Do you prefer watching local (Pakistani) vloggers or international vloggers?		
I prefer local Pakistani vloggers	59	48%
I prefer international vlogger	12	9.8%
I enjoy both equally	39	31.7%
No preference	13	10.6%
Do you feel that vlogs influence your daily decisions (such as style, activities, and opinions)?		
Yes, a lot	55	44.7%
Yes, a little	41	33.3%
Not, not really	18	14.6%
Not at all	9	7.3%

Table 2 shows the respondents' responses regarding the use of social media platforms in daily life. The results of platform use to watch vlogs indicated that the majority (59.8%) of the respondents used YouTube. 31.1 percent of respondents used TikTok. While 14.8 percent of respondents used Instagram. 6.6 percent of respondents responded to Facebook, and 3.3 percent of respondents responded to Snapchat. For the next question, "how often do you watch vlogs online," indicated that the majority

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(57.9%) of respondents used to watch the vlogs multiple times a day. 18.2 percent of respondents watched the vlogs once a day. 4.1 percent of respondents responded that they watch vlogs 2-3 times a week. 19 percent of respondents responded that they watch vlogs once a week. Only 1 percent of the respondents watched it less than once a week.

The response for "what type of vlogs do you watch most frequently" indicated that more than half (55.7%) of respondents watched lifestyle vlogs. One-fourth of the respondents (25.4%) watched fashion and beauty vlogs. 11.5 percent of respondents liked travel vlogs, and 7.4 percent of respondents watched product review/unboxing vlogs. This trend highlights the entertainment-oriented viewing habits among the sample group. The response to the question "Do you prefer watching local (Pakistani) vloggers or international vloggers?" indicated that most of the respondents (48%) preferred local Pakistani vloggers. 31 percent of respondents enjoyed both equally. While 9.8 percent of respondents preferred international vloggers. However, 10.6 percent of respondents had no preferences.

The response for "Do you feel that vlogs influence your daily decisions?" indicated that the majority (44.7%) of the respondents responded yes, a lot. 33.3 percent of respondents responded yes, a little. While 14.6 percent of respondents' life decisions were not really influenced by the vlogs. Only a small percentage (7.3%) of respondents do not influence at all on their daily life decision-making.

Table 3
Respondents' perception about vlogs and their influence

Category	frequency	Percent
Have you ever tried to replicate something you saw in a vlog (e.g., fashion style, product, activity)?		
Yes, a lot	48	39%
Yes, a little	51	41.5%
Not, not really	12	9.8%
Not at all	12	9.8%
Do you think vlogs influence your choice of brands/products?		
Yes, a lot	46	37.4%
Yes, a little	56	45.5%
Not, not really	13	10.6%
Not, at all	8	6.5%
Do you follow vloggers who focus on social or political issues?		
Yes, a lot	42	34.7%
Yes, a little	40	33.1%
Not, not really	19	15.7%
Not, at all	20	16.5%
Do you think watching vlogs has changed your views on certain social or cultural issues?		
Yes, a lot	44	36.1%
Yes, a little	55	45.1%
Not, not really	13	10.7%

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Not, at all	10	8.2%
Do you feel more connected to global cultures because of vlogs?		
Yes, a lot	48	39%
Yes, a little	50	40.7%
Not, not really	17	13.8%
Not at all	8	6.5%
How often do you feel that watching vlogs affects your mood or emotions?		
Very often	52	42.6%
Sometimes	52	42.6%
Rarely	11	9%
Never	7	5.7%
Have you ever felt negatively influenced by something you saw in a vlog (e.g., unrealistic beauty standards, unhealthy behaviours)?		
Yes, frequently	58	47.2%
Yes, occasionally	46	37.4%
No, not really	8	6.5%
No, not at all	10	8.1%
Do you think vlogs can cause mental health issues such as stress or low self-esteem among youth?		
Yes, a lot	51	41.8%
Yes, to some extent	56	45.9%
No, not really	9	7.4%
No, not at all	6	4.9%

Table 3 above shows the respondents' preferences and perception about the use of various social media platforms and their influence on their psychological condition. The response to the query "Have you ever tried to replicate something you saw in a vlog?" indicated that 39 percent of respondents replicated "a lot" by watching vlogs. While 41.5 percent of respondents responded that watching vlogs with replication as "yes, a little". 9.8 percent of respondents not really watch the vlogs in replication, and 9.8 percent of respondents responded "not at all" to watch the vlogs repeatedly.

The response to the question "Do you think vlogs influence your choice of brand/product?". Indicated that most of (37.4 %) are greatly influenced by vlogs to choose the brand/product. While the majority were a little influenced (45.5%), 10.6% of respondents responded "not, not really". 6.5 percent of respondents were not influenced by the vlog at all to choose the brand/product of their choice. The question "Do you follow vloggers who focus on social or political issues?" reported a response that the majority of the respondents follow a lot (34.7) or a little (33.1) the vloggers focusing on social and political issues. 15.7 percent of respondents responded not, not really, and 16.5 percent of respondents responded "not at all". The respondents also responded that their perception of watching vlogs changed their views on certain social or cultural issues. 36.1 percent of respondents agreed a lot that vlogs changed their perception, while 45.1 percent of respondents responded about as yes, a little. 10.7 percent of respondents' perception did not change about the social and cultural issues even after watching the vlogs. 8.2 percent of respondents responded not at all to this question.

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The next question, "Do you feel more connected to global cultures because of vlogs?" indicated that 39 percent of respondents responded yes, a lot. And 40.7 percent said "Yes, a little". 13.8 percent of respondents did not feel connected to global culture because of these vlogs. 6.5 percent of respondents responded that they did not feel connected at all. The response to the question "how often do you feel that watching vlogs affects your mood or emotion" resulted in a majority of respondents watching vlogs either very often or sometimes (each 42.6%), showing high overall engagement with vlogging content. Only a small portion reported watching vlogs rarely (9%) or never (5.7%), suggesting that vlogging is a regular part of media consumption among the surveyed youth.

The response for "have you ever felt negatively influenced by something you saw in a vlog?" reveals that a significant portion of respondents have experienced negative influences from vlogs, with 47.2% reporting frequent negative impacts and 37.4% reporting occasional effects. Only a small minority (14.6% combined) felt little to no negative influence, highlighting concerns over issues like unrealistic beauty standards and unhealthy behaviour portrayed in vlogging content. The response for the perception of the respondents about the mental health issues such as stress or low self-esteem among youth due to vlogs indicated that a large majority of respondents (**87.7%**) believe vlogs can contribute to mental health issues such as stress or low self-esteem, either significantly or to some extent. This suggests growing awareness among youth regarding the psychological impact of digital content consumption.

Table 4
Psychological impact of vlogging

Category	frequency	Percent
Do you believe that vloggers should have a responsibility to promote positive mental health and well-being?		
Yes, definitely	73	59.3%
Yes, somewhat	38	30.9%
No, not really	8	6.5%
No, not at all	4	3.3%
Do you watch educational vlogs to learn about subjects like science, history, life skills, or emotional intelligence?		
Yes, regularly	51	41.5%
Occasionally	47	38.2%
Rarely	17	13.8%
Never	8	6.5%
How effective do you think vlogs are as a tool for learning?		
Very effective	57	46.3%
Moderately effective	38	30.9%
Not very effective	21	17.1%
Not effective at all	7	5.7%
Have you ever learned a new skill or concept by watching vlogs?		
Yes, many time	51	41.5%

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Yes, occasionally	54	43.9%
No, never	12	9.8%
I don't watch educational vlog	6	4.9%
Do you think vlogging has a positive or negative impact on youth in Pakistan?		
Positive	33	26.8%
Negative	28	22.8%
Both positive and negative	61	49.6%
No impact	1	0.8%
Should there be regulations or guidelines on the content created by vloggers, especially for young audiences?		
Yes, there should be strict regulation	63	51.2%
Yes, some regulation should exist	48	39%
No, there should be no regulation	10	8.1%
Unsure	2	1.6%
How can vloggers improve their content to have a more positive influence on youth?		
Promote healthy lifestyle	31	25.2%
Discuss mental health issues openly	13	10.6%
Avoid promoting unrealistic beauty standard	44	35.8%
Encourage critical thinking and personal growth	26	21.1%
Highlight social and cultural issues	9	7.3%
Which social media influencer or TikTok star do you watch the most?		
Jannat mirza	16	13.7%
Dananeer mobeen	19	16.2%
Shahveer jafry	32	27.4%
Rajab butt	50	42.7%

Table 4 above shows that the majority of respondents (**90.2%**) believe that vloggers should have some level of responsibility in promoting positive mental health and well-being. This reflects strong public expectations for ethical content creation and the influential role vloggers play in shaping youth attitudes. Another response regarding watching educational vlogs showed that a significant portion of respondents (**79.7%**) watch educational vlogs either regularly or occasionally, indicating that youth are increasingly turning to digital platforms for learning. This trend highlights the growing role of vlogging in supplementing traditional education. A majority of respondents (**77.2%**) find vlogs either very or moderately effective as a learning tool, showing their potential as impactful educational resources. Only a small portion (**22.8%**) view them as ineffective, suggesting overall positive perceptions of vlogging for learning purposes.

The analysis further showed that a significant majority of respondents (**85.4%**) have learned new skills or concepts through vlogs, either frequently or occasionally. This highlights the educational value of vlogging content and its role in informal learning among youth. Moreover, nearly half of the respondents (49.6%) believe vlogging has both positive and negative effects on youth in Pakistan, indicating a balanced view. Meanwhile, 26.8% see it as purely positive and 22.8% as negative, suggesting diverse

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opinions shaped by individual experiences. The data also showed that a majority of respondents (**51.2%**) support strict regulations on vlogging content for young audiences, while **39%** agree that at least some guidelines should exist. Only a small percentage (**8.1%**) oppose regulation, indicating strong public concern for protecting youth from potentially harmful content.

The data further revealed that **35.8%** of respondents suggested that vloggers should avoid promoting unrealistic beauty standards to positively influence youth, while **25.2%** supported promoting a healthy lifestyle. Other significant suggestions included encouraging personal growth (**21.1%**) and openly discussing mental health issues (**10.6%**), indicating a clear demand for more responsible and constructive content. The most-watched influencer among respondents was **Rajab Butt** with **42.7%** viewership, followed by **Shahveer Jafry** at **27.4%**. This indicates a strong preference for family and lifestyle content, which both influencers are known for.

Table 5
Correlation among vlogs impact variables

Variables labelled	Psychological health	Global connectivity	Decision making	Selection of brand
Global connectivity	.371** .000			
Decision making	.326** .000	.209** .001		
Selection of brand	-.021 .315	.127* .024	.235** .000	
Learning of new concept	.182** .004	.337** .000	.185** .001	.224** .002

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 showed that there is the significant positive relations of global connectivity with psychological impact. It further implies that the respondents watching vlogs feel more global connectivity (r=0.371, p=0.000) which impact their mental health (either positive or negative). The data further revealed that psychological health of the vlogs viewers also positively impact on the respondents' daily decision making (r=0.326, p=0.000) and learning of new concepts (r=.182, p=0.004). While psychological health has no association with selection of brand (r=-0.021, p=0.315).

The other variable of global connectivity showed that the vlogs viewers of this study were found positively associated with daily decisions making (r=0.209, p=0.001), selection of brand (r=0.127, p=0.024) and learning new concepts (r=0.337, p=0.000). While the daily decision making of the vlog viewers were found impacting their selection of brand (r=0.235, p=0.000) and learning of new concepts (r=0.185, p=0.001). The variable of selection of brand or brand preferences is also found positively association to the learning of new concepts (r=0.224, p=0.002) among the vlogs viewers of this study.

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Discussion

This study explored the influence of vlogging content on the behaviour, perceptions, and lifestyle of female students at Women University Multan. The main findings from the data explored that the majority of the respondents were aged 19–25 years and belonged to undergraduate and postgraduate levels of study. The results indicated that the majority of the respondents used the YouTube platform to watch vlogs, followed by TikTok and Instagram, parallel to the findings of Kafayyat et al. (2025) and Ahmed, Bashir, and Liaqat (2023). The study further revealed that a large number of respondents watched vlogs multiple times a day, indicating a high level of engagement with digital content as demonstrated in the study of Abbas et al. (2024) and Kanwal, Naeem, and Saeed (2023). It was found that lifestyle vlogs were the most viewed, followed by fashion/beauty and travel vlogs, as demonstrated in the study of Kafayyat et al. (2025) and Deori et al. (2023). While educational, technology, and social issue-based vlogs had no primary viewership, indicating a focus on entertainment over informative content, this is parallel to the findings of Safdar and Abbasi (2024). The plurality of students preferred local vloggers or enjoyed both local and international content equally, as explored by Luqman, Nawaz, and Ehsan (2025).

A significant majority acknowledged that vlogs influence their daily decisions to varying degrees, parallel to the findings of Abbas et al. (2024). The study further revealed that the majority of the female students admitted to replicating something seen in vlogs, with fashion, lifestyle, or products being the most replicated. The vlogs affected their choice of products/brands, believing that vlogs influenced their views on social or cultural issues (Khalid & Siddiqui, 2019). The respondents also felt connected to global cultures due to vlogging content, parallel to the findings of Safdar and Abbasi (2024). Vlogs were found to significantly impact emotional well-being, with mood effects, and negatively influence, such as unrealistic standards or unhealthy behaviour. Kanwal, Naeem, and Saeed (2030) also found similar results in their study. The majority of the respondents believed that vlogs could cause mental health issues such as stress and low self-esteem. However, they agreed that vloggers have a responsibility to promote positive mental health and well-being, parallel to the study of Kafayyat et al. (2025) and Jabeen, Chaudhary, and Munir (2024).

Regarding the content of vloggers, most of the respondents watched educational vlogs either regularly or occasionally as found by Hassan (2024). A majority found vlogs effective as a learning tool, and learning a new skill or concept through them, parallel to the findings of Sadaf, Rasheed, and Ahmad (2024). The results indicated that vlogging have both positive and negative effects as indicated in the study of Kanwal, Naeem, and Saeed (2030). They also agreed and suggested that there must be regulations or guidelines for vlog content, especially aimed at protecting youth by avoiding unrealistic beauty standards and promoting healthy lifestyles

The correlation of the variables also demonstrated that there is a significant positive relationship between global connectivity and psychological impact, as explored by Safdar and Abbasi (2024). The respondents who watch vlogs feel more global connectivity, which impacts their mental health. The results further indicated that the psychological health of the vlog viewers also positively impacts their daily decision-making and learning of new concepts, as found by Fan He, Razi, and Ghazali (2023). The respondents admitted that their global connectivity positively impacted their daily

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decision-making, selection of brand, and learning new concepts, parallel to the findings of Luo (2022). While the daily decision-making of the vlog viewers impacted their selection of brand and learning of new concepts, similar to the study of Cheng, Tian, and Chiu (2024). Their selection of brands or brand preferences is also found to be positively associated with the learning of new concepts.

Suggestions

It is suggested to promote media literacy programs in educational institutions to help students critically evaluate digital content. There must be clearly disclosed sponsorships or promotions to maintain transparency in brand endorsements. It is also suggested to include more mental health discussions, social awareness, and educational segments to contribute positively to youth development. The policy-makers and law-makers need to pay attention to make legislative grounds for online content creators, vloggers, and YouTubers. The educational institutions can also play a role in raising awareness and encouraging the students to follow educational vloggers and use vlogging as a learning supplement, and avoid over-consumption of vlogging content, and prioritize positive, growth-oriented material.

Conclusion

The study concludes that vlogging has become an integral part of the digital lives of young female students in Pakistan. While vlogs provide entertainment and learning opportunities, they also significantly influence viewers' decisions, behaviours, and mental well-being. The data underscores a dual impact, both beneficial and potentially harmful. Therefore, there's a growing need for responsible content creation, viewer awareness, and regulatory oversight. Promoting positive digital habits, encouraging educational content, and holding influencers accountable can maximize the positive potential of vlogging while mitigating its risk.

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