

The influence of Family Vlogging on Personality and Behavioral Pattern of Punjab University Students

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Abstract

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This study examines how Punjab University students perceive and are influenced by family vlogging, a popular digital practice showcasing everyday domestic life. Drawing on Social Learning Theory, Uses and Gratifications Theory, and Cultivation Theory, the study uses qualitative interviews with 20 purposively selected students. Findings show that repeated exposure affects personality traits, behavioral routines, lifestyle aspirations, and motivations to pursue vlogging as a career. The study highlights implications for students' academic focus, psychological well-being, and social behavior, calling for more nuanced investigation into the long-term effects of digital family content.

Keywords: Family Vlogging, Influence, Fame, Exposure, Shaping, Content



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INTRODUCTION

The rapid expansion of social media has reshaped how individuals produce and consume digital content, giving rise to new forms of influence. Among these, family vlogging has become especially prominent, offering curated depictions of domestic life that blend entertainment, lifestyle promotion, and subtle advertising. For university students undergoing critical phases of identity development, continuous exposure to such idealized portrayals may influence their perceptions of relationships, success, and adulthood.

Family vlogs commonly emphasize themes of happiness, luxury, and idealized family dynamics. These polished portrayals may encourage upward social comparison, which in turn affects students' self-esteem, emotional stability, and academic engagement. Algorithmic recommendations further increase repetitive viewing, intensifying the likelihood that students internalize unrealistic standards of lifestyle and success.

Existing research indicates that YouTubers hold substantial influence over adolescents' entertainment choices, learning habits, and social attitudes (Westenberg, 2016; Pérez-Torres et al., 2018). Such influencers shape self-concept, values, and identity development, sometimes reinforcing materialistic tendencies and perfectionistic norms. In Pakistan, the growth of family vlogging has similarly affected youth perceptions, inspiring many to emulate vloggers' lifestyles in pursuit of fame and financial rewards.

This study explores how family vlogging shapes the personality traits, behavioral patterns, and academic routines of Punjab University students. It also investigates why students are drawn to producing similar content and how repeated exposure influences their motivations, interpersonal relationships, and career aspirations.

Literature Review

Research consistently highlights the influential role of social media creators—particularly YouTubers—in shaping youth attitudes and behaviors. Family vloggers, who document domestic life in an engaging narrative style, have gained global popularity due to their perceived relatability, aspirational lifestyles, and persuasive storytelling. Their content often blends entertainment with subtle consumer promotion, influencing viewers' perceptions of family, success, and material comfort.

YouTubers significantly shape young viewers' entertainment preferences, socialization processes, and informal learning (Westenberg, 2016). Pérez-Torres et al. (2018) argue that influencer content contributes to adolescents' identity construction by shaping values, aspirations, and self-concept. Although such exposure may foster creativity or community belonging, it also promotes social comparison, materialism, and unrealistic expectations.

Prolonged exposure to idealized online lifestyles has been linked to psychological strain, including lowered self-esteem, dissatisfaction with real-life circumstances, and emotional distress (Yan, 2021). Studies within Pakistan similarly show that vlogging culture influences perceptions of modernity, social mobility, and consumer behavior (Ilyas & Ara, 2021; Kanwal et al., 2023).

Overall, the literature highlights both the appeal and potential risks of family vlogging. While such content provides entertainment and perceived authenticity, it can distort reality, promote luxury-oriented aspirations, and shape behavioral choices among university students.

Methodology:

This study employed a qualitative research design to explore how family vlogging influences personality development and behavioral patterns among Punjab University students. A purposive sampling strategy was used to select 20 participants who regularly watch family vlogs. Semi-structured interviews provided insights into viewing motivations, perceived behavioral changes, and aspirations to produce similar content. Thematic analysis was used, supported by basic percentage summaries to illustrate key trends.

Research Questions

- How do students of Punjab University perceive content of family vlogging?
- What is impact of family vlogging on personalities and behaviors of students of Punjab University?
- Why do the students tend to generate similar content after repetitive consumption of family vlogging?
- What are the effects of consumption and production of family vlogging on academic career of students?

Theoretical Framework

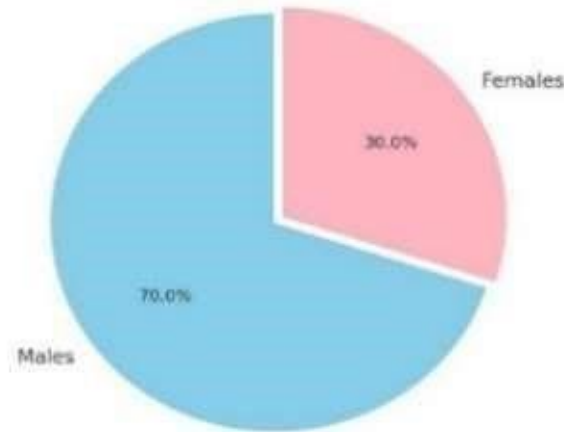
This study integrates the Uses and Gratifications Theory, Social Learning Theory, and Cultivation Theory to understand how family vlogging influences student behavior. Uses and Gratifications Theory posits that audiences actively select media content to satisfy specific needs such as entertainment, relaxation, and social connection. Students may therefore consume family vlogs to fulfill emotional, cognitive, or recreational gratifications.

Social Learning Theory suggests that individuals learn behaviors through observation, imitation, and reinforcement. Family vloggers function as influential role models whose lifestyles, habits, and consumption choices may be adopted by student viewers. Cultivation Theory argues that long-term exposure to media content shapes perceptions of reality. Prolonged engagement with luxury-oriented, idealized family vlogs may lead students to internalize distorted expectations about wealth, relationships, or career success. Together, these theories provide a robust framework for analyzing the motivations behind viewing family vlogs and the consequent behavioral and perceptual changes among university students.

FINDINGS

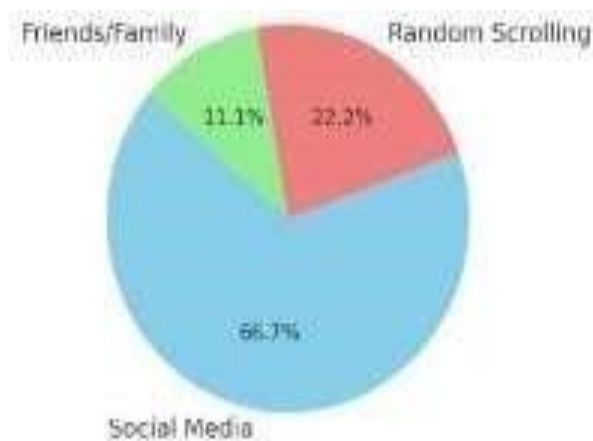
Q.1: Demographics

The data is collected through 14 male students (70%) and 6 female students (30%) from sample of 20 students. The respondents are overwhelmingly young adults with 100% falling within 18 to 22 age group.



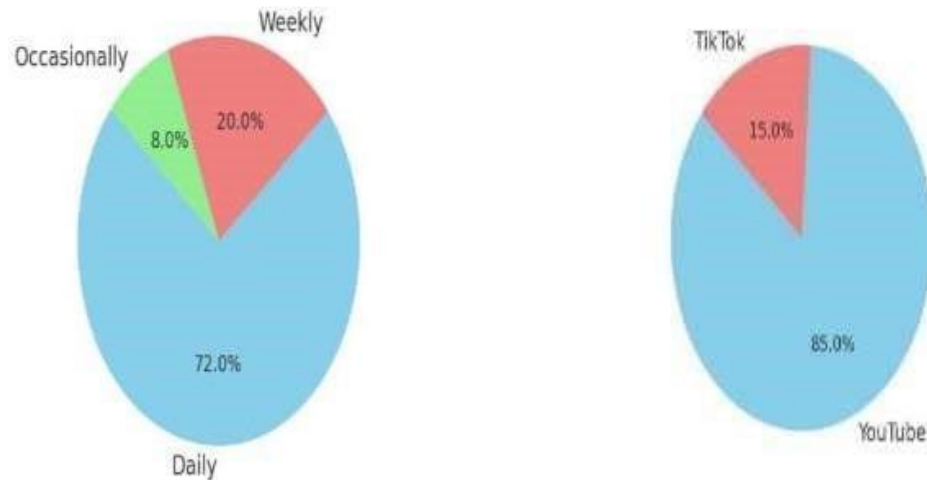
Q.2: How did you get into watching vlogs?

The majority of students of Punjab University 66.7% from population size of 20, discovered vlogs through social media recommendations. 22.2% found vlogs while random scrolling on social media and 11.1% introduced to vlogs by friends or family members.



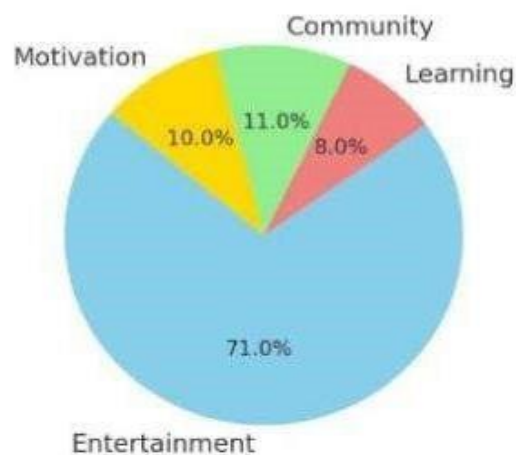
Q.3: How often do you watch family vlogs, and which platform do you use?

The majority of respondents 72%, from sample size of 20, watch family vlogs daily, 20% watch weekly, and 8% watch family vlogging occasionally. 85% students of Punjab University prefer YouTube and watch full vlog while 15% prefer TikTok for watching Vlogs and they watch highlights.



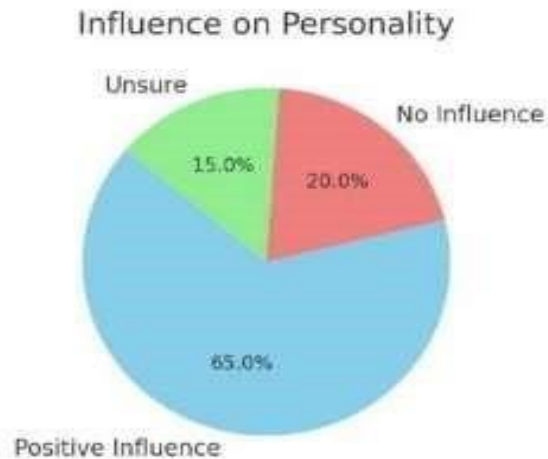
Q.4. Why do you watch family vlogs?

71% respondents watch family vlogging for the purpose of entertainment and for the sake of relaxation while 11% watch vlogs to feel connected with others and be part of present trend. 10% watch for inspiration and motivation and the least number of respondents 8% watch family vlogs to learn new things from vloggers, their family, and friends and through their adventures.



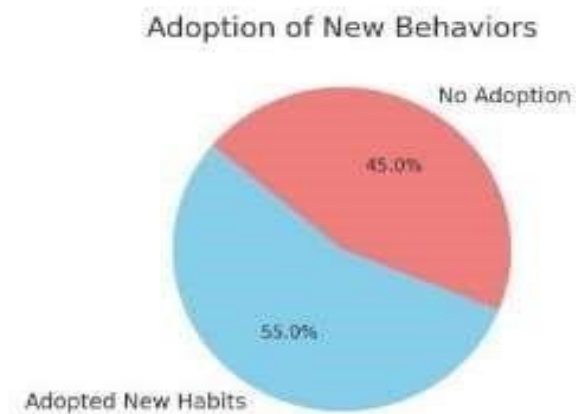
Q.5. Do you think watching family vlogs has influenced your personality?

The majority of respondents 65 % believe the habit of watching family vlogs positively influenced their personalities citing increased spirit for better lifestyle and develop confidence. 20 % respondents report there is no significant influence of family vlogging while 15 % are unsure about the influence of vlogging on their personalities.



Q.6. Have you adopted new behaviors or habits after watching family vlogs?

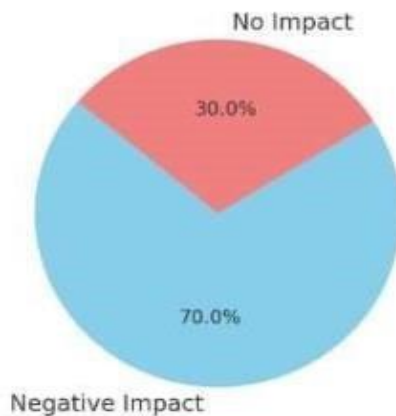
The majority of respondents 55% have adopted new hobbies or interests after watching family vlogging and observing their content while 45% responded they have not develop any adaptation . They simply watch family vlogging but they don't observe any change or adaptation in their personalities after consuming the content of family vlogging



Q.7. Do you think watching vlogs has impacted your academic performance?

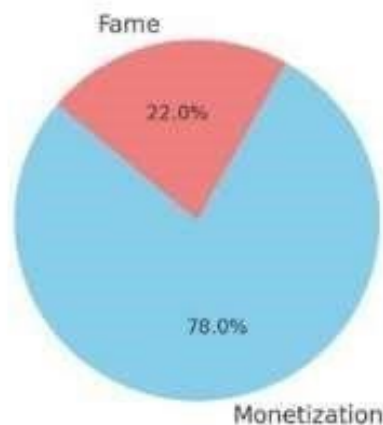
The majority of respondents 70% replied the habit of watching vlogs has negatively impacted their academic performance. The attention towards studies is reduced While 30% reported there is no significant impact on their academics and their grades are same as that were before the habit of watching vlogs.

Impact on Academic Performance



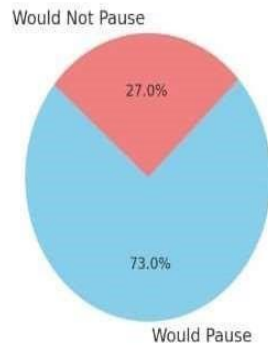
Q.8. Why do you want to be a family vlogger?

The majority of respondents 78% want to monetize their content and want to live a luxurious life. They are inspired by the lifestyle of famous vloggers and they want to attain such a luxurious lifestyle that's why they show their interest to become vloggers while 22 % of respondents want to gain fame and popularity among public. They want to become influencers and to develop an identity on social media.



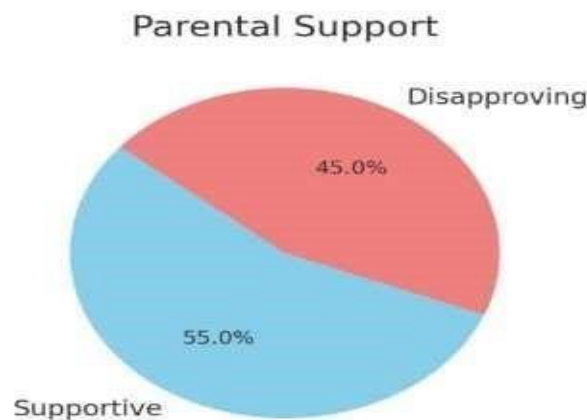
Q.9. Would you consider putting your studies on hold to pursue a career in vlogging?

The majority of respondents 73% would consider putting their studies on hold, they expressed that we usually want to maintain best academic careers for a better life and if we can gain in family vlogging more than through any job then it's not a big issue to hold studies. While 27% respondents would not consider it a good option to leave studies, they prioritized their education equally.



Q.10. How do you think your parents or guardians would react if you become a family vlogger?

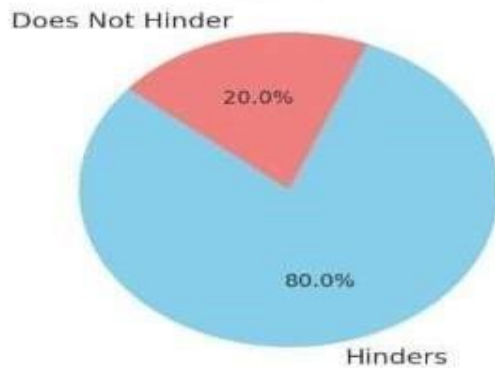
55% respondents replied that their parents show supportive, encouraging behavior towards family vlogging. While 45% responded their parents are too much concerned about their studies and they don't like the idea of family vlogging.



Q.11. Do you think being a vlogger would help or hinder your academic performance?

The majority of respondents 80% think it would hinder their performance, and decreased their focus towards studies but still vlogging can bring luxurious in life so students want to continue. While 20% consider family vlogging not necessarily hinder academic performance. They can manage academic performance with family vlogging.

Impact of Vlogging on Academics



CONCLUSION

This study demonstrates that family vlogging significantly shapes students' perceptions, lifestyle aspirations, and academic routines. While many students consume vlogs for entertainment, prolonged exposure contributes to changes in identity formation and behavioral habits. Despite recognizing academic drawbacks, several students aspire to pursue vlogging due to its perceived financial and social rewards. These findings underscore the complex role of digital family content in shaping youth expectations, highlighting the need for further research on its psychological and academic implications.

Recommendations

- Future studies should include larger, more diverse samples across multiple universities.
- Mixed-method approaches are needed to validate qualitative insights.
- Longitudinal research can explore long-term effects on personality and mental health.
- Comparative studies across gender and socioeconomic groups may reveal important variations.

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