



SOCIAL MEDIA USE, PATIENCE, AND EMOTIONAL SELF-CONTROL AMONG YOUTH IN SIRSA DISTRICT, HARYANA: AN HRM PERSPECTIVE

Neha Arora

Assistant Professor, University School for Graduate Studies, Chaudhary Devi Lal University, Sirsa- 125055, Haryana, India.

Article DOI: <https://doi.org/10.36713/epra28758>
DOI No: 10.36713/epra28758

ABSTRACT

The rapid expansion of social media has significantly transformed the way young people communicate, access information, form relationships, and respond to workplace demands. Although social media provides important benefits such as networking, knowledge sharing, collaboration, and professional development, its intensive and habitual use may also influence behavioural patterns associated with patience, emotional self-control, attention, and interpersonal interaction. This conceptual paper examines the relationship between social media use, patience, emotional self-control, and workplace behaviour among youth in Sirsa District, Haryana, from a Human Resource Management (HRM) perspective. The paper is based entirely on secondary sources, including academic literature, theoretical perspectives, research reports, and scholarly discussions on social media use, digital behaviour, self-regulation, emotional intelligence, workplace behaviour, and youth psychology.

The paper argues that repeated exposure to rapid, highly stimulating, and immediately rewarding digital content may contribute to expectations of instant responses and immediate gratification. These behavioural tendencies may influence patience, frustration tolerance, emotional regulation, and the ability to manage delayed outcomes in workplace settings. However, social media use is not inherently harmful. Its impact depends upon the intensity, purpose, nature, and manner of use. Professional, educational, and constructive social media engagement may strengthen communication and networking, whereas excessive passive consumption and compulsive checking may be associated with reduced emotional self-control and impatience.

The paper proposes a conceptual framework in which the intensity and nature of social media use influence patience and emotional self-control, which in turn affect workplace behaviour. From an HRM perspective, the issue has implications for recruitment, employee development, emotional intelligence training, digital well-being, employee engagement, conflict management, and organisational culture. The paper proposes three research objectives and three hypotheses for future empirical investigation among youth in Sirsa District, Haryana. It concludes that organisations should not adopt a simplistic anti-social-media approach. Instead, HR professionals should promote responsible digital behaviour, self-regulation, emotional intelligence, and healthy boundaries between digital engagement and workplace responsibilities.

KEYWORDS: Social Media Use, Patience, Emotional Self-Control, Workplace Behaviour, Youth, Human Resource Management, Digital Well-Being, Sirsa District, Haryana

1. INTRODUCTION

The twenty-first century has witnessed a fundamental transformation in human communication and social interaction. The development of social media platforms has created a digital environment in which individuals can communicate instantly, access information continuously, share opinions, create content, and participate in online communities. For young people, social media has become an integral part of everyday life. Platforms such as social networking sites, video-sharing applications, messaging applications, professional networking platforms, and short-video platforms have changed the way youth communicate, learn, work, and respond to social and professional situations.

The increasing integration of social media into daily life has generated considerable interest among researchers, psychologists, educators, managers, and Human Resource

Management (HRM) professionals. The focus of earlier discussions was largely on the benefits of digital communication, including networking, information sharing, collaboration, learning, professional visibility, and employment opportunities. However, growing attention is now being given to the possible behavioural consequences of excessive or problematic social media use.

One important concern relates to the development of impatience and reduced tolerance for delayed outcomes. Digital platforms operate through immediacy. Messages are delivered instantly, videos are available on demand, search results appear within seconds, and users receive rapid feedback through likes, comments, views, and notifications. Such an environment may influence behavioural expectations. Individuals who become accustomed to immediate digital stimulation may experience



greater difficulty with activities requiring waiting, sustained concentration, delayed gratification, or tolerance of uncertainty.

Patience is an important psychological and behavioural quality in both personal and professional life. In the workplace, employees are frequently required to wait for decisions, deal with bureaucratic processes, handle difficult customers, listen to colleagues, work through complex tasks, accept feedback, and manage situations in which results are not immediate. Patience allows individuals to delay impulsive reactions, tolerate frustration, and continue working towards long-term goals. Therefore, a possible decline in patience among digitally immersed youth may have important implications for workplace behaviour.

A related concern is emotional self-control. Emotional self-control refers to the ability to regulate emotional reactions and respond to situations in a balanced and appropriate manner. Employees with strong emotional self-control are generally better able to manage stress, frustration, criticism, disagreement, and workplace conflict. In contrast, individuals who respond impulsively to negative events may experience difficulties in teamwork, communication, customer service, leadership, and conflict resolution.

The relationship between social media use and emotional self-control is complex. Social media can help individuals express emotions, obtain social support, maintain relationships, and develop communities. At the same time, excessive social media engagement may expose users to emotional triggers, social comparison, online conflict, negative content, cyberbullying, and constant social evaluation. Continuous digital engagement may also encourage impulsive checking and immediate reactions.

The issue is particularly relevant in the context of youth. Young people are entering workplaces that are increasingly digital, flexible, and interconnected. Many young employees are simultaneously exposed to professional and personal digital communication. The boundaries between work and non-work communication are becoming increasingly blurred. As a result, HR professionals must understand how digital habits may influence employee behaviour and emotional functioning.

Sirsa District in Haryana provides a relevant regional context for examining this issue. The district includes students, young professionals, employees in public and private organisations, entrepreneurs, service-sector workers, and other young people who increasingly participate in digital communication. While social media use among youth is widespread, there remains a need for greater conceptual understanding of how such use may influence patience and emotional self-control in workplace contexts.

This paper therefore examines the possible relationship between social media use and workplace behaviour among youth in Sirsa District, Haryana, with particular emphasis on patience and emotional self-control. The study adopts a conceptual approach and is based on secondary sources. It does not claim to establish empirical causality. Instead, it develops a theoretically informed framework that may guide future empirical research.

2. BACKGROUND OF THE STUDY

2.1 The Growth of Social Media

Social media represents a broad range of digital platforms that allow users to create, share, communicate, collaborate, and participate in online networks. Unlike traditional forms of communication, social media is characterised by interactivity, user-generated content, speed, connectivity, and continuous availability.

The growth of smartphones and affordable internet access has made social media accessible to a large section of the population. Youth are among the most active users of digital platforms. Social media is used for entertainment, education, social interaction, professional networking, news consumption, business promotion, and self-expression.

The transformation of communication from periodic to continuous has significant behavioural implications. In earlier communication environments, individuals often had to wait for letters, telephone calls, scheduled meetings, or formal communication. Digital communication has significantly reduced waiting time. As a result, immediacy has become a normal expectation.

The constant availability of digital stimulation may influence psychological processes such as attention, reward-seeking, self-regulation, and emotional responses. The repeated cycle of checking, receiving notifications, viewing new content, and responding to messages may encourage habitual and sometimes automatic behaviour.

2.2 Social Media Use Among Youth

Youth are particularly important in the study of social media because they have grown up during a period of rapid technological development. Many young people are digital natives who use technology for both personal and professional purposes.

Social media may support youth development in several ways:

- access to educational resources;
- professional networking;
- employment information;
- entrepreneurial opportunities;
- communication with peers;
- participation in communities;
- development of digital skills;
- exposure to diverse perspectives;
- personal branding; and
- professional identity formation.

However, the benefits of social media depend significantly on the manner and intensity of use. Passive consumption, compulsive checking, excessive screen time, and continuous engagement may produce different outcomes from purposeful and professional use.

Thus, the concept of “social media use” should not be treated as a single uniform behaviour. The following dimensions are particularly relevant:

- **Frequency of use** – how often an individual accesses social media.



- **Duration of use** – how much time is spent on social media.
- **Purpose of use** – entertainment, communication, education, networking, or professional use.
- **Nature of engagement** – active participation versus passive consumption.
- **Dependence or compulsive use** – the extent to which social media use becomes difficult to control.
- **Emotional involvement** – the extent to which users become emotionally affected by online content and interactions.

These dimensions may have different relationships with patience and emotional self-control.

3. Conceptualizing Patience

Patience refers to the ability to tolerate delay, difficulty, frustration, uncertainty, or inconvenience without reacting impulsively or abandoning a goal.

Patience is associated with:

- delayed gratification;
- frustration tolerance;
- persistence;
- emotional regulation;
- tolerance of ambiguity;
- long-term orientation; and
- behavioural restraint.

In the workplace, patience is important because many organisational outcomes require time. Employees may need to complete complex projects, wait for approvals, deal with demanding customers, resolve conflicts, learn new skills, and work towards long-term goals.

Patience is therefore not merely a personal virtue. It has important organisational implications.

An impatient employee may:

- become frustrated when results are delayed;
- interrupt colleagues;
- react negatively to criticism;
- abandon difficult tasks;
- demand immediate outcomes;
- become irritated by organisational procedures; and
- respond impulsively during disagreements.

In contrast, a patient employee may:

- listen more carefully;
- tolerate delays;
- remain focused on long-term goals;
- manage frustration;
- communicate more effectively; and
- respond to problems in a constructive manner.

4. Understanding Emotional Self-Control

Emotional self-control refers to the capacity to manage and regulate one's emotional reactions. It does not mean suppressing

all emotions. Rather, it involves recognising emotions and choosing an appropriate response.

Emotional self-control includes the ability to:

- manage anger;
- control impulsive reactions;
- tolerate frustration;
- remain calm under pressure;
- respond appropriately to criticism;
- regulate anxiety;
- avoid emotional overreaction; and
- maintain professional behaviour during conflict.

Emotional self-control is closely associated with emotional intelligence. In the workplace, it contributes to effective communication, leadership, teamwork, customer relations, and conflict management.

A young employee may possess high technical competence but still experience workplace difficulties if they cannot control emotional reactions. For example, a person may react aggressively to criticism, become frustrated when a supervisor delays approval, or respond emotionally to a disagreement with a colleague.

The digital environment may influence these behaviours by normalising immediate reaction. Social media encourages users to like, comment, share, react, and respond quickly. Although online behaviour does not automatically determine workplace behaviour, repeated behavioural patterns may influence general habits of emotional response.

5. Social Media and the Culture of Immediacy

One of the central arguments of this paper is that social media contributes to a broader culture of immediacy.

The digital environment offers:

- instant access;
- instant communication;
- instant entertainment;
- instant feedback;
- instant social validation; and
- instant information.

This may create expectations that other aspects of life should also produce immediate results.

However, the workplace often operates according to different time patterns. Organisational processes may involve:

- approvals;
- meetings;
- performance reviews;
- training;
- project timelines;
- decision-making;
- negotiations; and
- long-term development.



The difference between the speed of social media and the speed of organisational processes may create frustration among young employees.

For example, a young employee who is accustomed to instant online responses may become impatient when:

- a supervisor does not immediately reply to a message;
- a promotion does not occur quickly;
- a project requires several months to complete;
- a customer takes time to make a decision; or
- a complex organisational issue cannot be solved immediately.

This does not mean that all young social media users are impatient. Rather, the argument is that intensive and compulsive exposure to instant digital rewards may influence expectations about time and response.

6. Theoretical Foundations

6.1 Uses and Gratifications Theory

Uses and Gratifications Theory suggests that individuals actively use media to satisfy specific needs. Social media users may seek entertainment, information, social interaction, identity formation, recognition, or emotional support.

From this perspective, social media behaviour is influenced by the rewards users receive from digital engagement.

If users frequently receive immediate rewards through notifications, likes, comments, and new content, they may develop a strong expectation of rapid gratification. The repeated search for immediate rewards may make delayed outcomes less psychologically satisfying.

In the context of the present paper, the theory helps explain why social media use may influence patience. The more strongly individuals depend on immediate digital gratification, the greater the possibility that delayed outcomes may be experienced as frustrating.

6.2 Social Learning Theory

Social Learning Theory proposes that individuals learn behaviours by observing others and the consequences associated with those behaviours.

Social media provides continuous exposure to:

- communication styles;
- emotional reactions;
- aggressive responses;
- instant opinions;
- online arguments;
- reward-seeking behaviour; and
- social approval.

Young users may observe and imitate behavioural patterns presented online. If impulsive and emotionally intense responses receive attention or social engagement, such behaviour may be reinforced.

From an HRM perspective, this theory suggests that workplace behaviour may be influenced by behavioural patterns learned and reinforced in digital environments.

6.3 Self-Regulation Theory

Self-regulation refers to the ability to control thoughts, emotions, impulses, and behaviour in pursuit of goals.

Social media use requires self-regulation because users must decide:

- when to access social media;
- how long to remain online;
- whether to respond immediately;
- whether to continue scrolling;
- whether to engage in conflict; and
- whether to prioritise online activity over other responsibilities.

Excessive or compulsive use may indicate difficulties with self-regulation. Repeated failure to control digital behaviour may potentially be associated with difficulties in controlling emotional reactions in other situations.

This theoretical perspective is particularly important for understanding emotional self-control.

6.4 Delayed Gratification Perspective

Delayed gratification refers to the ability to postpone immediate rewards in favour of larger or more meaningful future outcomes.

Professional success often requires delayed gratification. Employees may need to:

- acquire skills over time;
- wait for career advancement;
- complete long-term projects;
- develop professional relationships;
- tolerate initial difficulties; and
- invest effort before receiving rewards.

Social media environments often provide immediate rewards. Therefore, frequent exposure to immediate gratification may create a tension between digital expectations and workplace realities.

6.5 Emotional Intelligence Perspective

Emotional intelligence refers to the ability to recognise, understand, regulate, and manage emotions in oneself and others.

Emotional self-control is a central element of emotional intelligence. Employees with higher emotional intelligence are generally better equipped to manage workplace stress and interpersonal challenges.

Social media may either strengthen or weaken emotional intelligence depending upon the manner of use. Constructive communication may promote empathy and social awareness. However, excessive exposure to online conflict, social comparison, and impulsive digital reactions may create emotional difficulties.

7. Social Media Use and Patience

The relationship between social media use and patience can be understood through several mechanisms.



7.1 Immediate Gratification

Social media platforms provide quick rewards. Users can instantly access entertainment, information, communication, and feedback.

Repeated exposure to immediate gratification may reduce tolerance for waiting. Individuals may become more accustomed to rapid outcomes and experience delays as frustrating.

7.2 Constant Stimulation

Social media provides continuous streams of content. Users can quickly move from one post or video to another.

This may encourage a preference for novelty and rapid changes in stimulation. Activities requiring sustained attention and patience may consequently feel less engaging.

7.3 Habitual Checking

Frequent checking of social media can become an automatic behaviour. Users may check their phones while waiting, working, studying, eating, or even participating in conversations.

This may reduce the psychological ability to tolerate periods of inactivity or waiting.

7.4 Reduced Tolerance for Delayed Responses

Digital communication creates expectations of immediate response. When messages remain unanswered, users may experience frustration or anxiety.

Such expectations may also affect workplace communication. Employees may expect immediate responses from supervisors, colleagues, or clients.

7.5 Impulsivity

Excessive social media use may be associated with impulsive behaviour. Individuals may react to online content without sufficient reflection.

If similar patterns extend to workplace situations, employees may respond quickly to criticism, disagreement, or stressful events without considering consequences.

8. SOCIAL MEDIA USE AND EMOTIONAL SELF-CONTROL

The relationship between social media and emotional self-control is also complex.

8.1 Emotional Triggers

Social media exposes users to a large amount of emotionally stimulating content. News, political disagreements, personal criticism, social comparison, and online conflict may generate emotional reactions.

Frequent exposure to such content may influence emotional regulation.

8.2 Online Disinhibition

Online environments may reduce the perceived consequences of communication. Individuals may express emotions online that they might control in face-to-face interaction.

Repeated digital disinhibition may potentially influence communication habits.

8.3 Social Comparison

Social media often presents carefully selected representations of other people's lives. Constant comparison may generate feelings of inadequacy, envy, frustration, or anxiety.

These emotional states may affect workplace behaviour.

8.4 Fear of Missing Out

Fear of Missing Out refers to the concern that others may be experiencing rewarding events without the individual.

This may encourage continuous checking and emotional dependence on social media.

In the workplace, such dependence may create distraction and difficulty maintaining emotional balance.

8.5 Online Validation

Likes, comments, shares, and views may provide social validation.

Individuals who become highly dependent on external digital validation may become more emotionally affected by criticism, lack of recognition, or negative feedback.

This may influence their ability to respond constructively to workplace feedback.

9. WORKPLACE BEHAVIOUR AMONG YOUTH

Workplace behaviour includes the ways in which employees communicate, interact, respond to challenges, manage emotions, cooperate with others, and perform organisational roles.

For the purpose of this paper, workplace behaviour is conceptualised primarily through:

1. patience;
2. emotional self-control;
3. response to criticism;
4. conflict management;
5. interpersonal communication;
6. frustration tolerance; and
7. behavioural professionalism.

Youth entering the workforce may face several challenges:

- adapting to organisational hierarchy;
- dealing with delayed rewards;
- accepting supervision;
- handling criticism;
- managing workload;
- working with different personalities;
- tolerating organisational procedures; and
- resolving disagreements.

These challenges require patience and emotional self-control.



10. HRM PERSPECTIVE

Human Resource Management is concerned with managing people in ways that contribute to both employee well-being and organisational effectiveness.

The relationship between social media and workplace behaviour has several HRM implications.

10.1 Recruitment and Selection

Organisations increasingly evaluate behavioural competencies in addition to technical qualifications.

Patience, emotional regulation, communication, and interpersonal skills may be relevant for many jobs.

However, HR professionals should not assume that high social media use automatically indicates poor workplace behaviour. Instead, assessment should focus on actual competencies.

10.2 Training and Development

HR departments may provide training in:

- emotional intelligence;
- stress management;
- self-regulation;
- digital well-being;
- conflict resolution;
- communication skills; and
- mindfulness.

Such programmes may help employees manage the behavioural effects of excessive digital engagement.

10.3 Employee Well-Being

Digital well-being has become an important HR concern.

Organisations may encourage:

- healthy digital boundaries;
- appropriate use of mobile devices;
- focused work periods;
- breaks from digital stimulation; and
- responsible communication practices.

10.4 Workplace Communication

Young employees may prefer fast digital communication. However, not all workplace communication requires instant responses.

HR managers can establish clear expectations regarding:

- response time;
- communication channels;
- work-related messaging;
- after-hours contact; and
- digital etiquette.

10.5 Conflict Management

Emotional self-control is essential for managing workplace conflict.

Training employees to pause before responding, understand different perspectives, and communicate respectfully can reduce interpersonal tensions.

11. Youth in Sirsa District, Haryana: Contextual Relevance

Sirsa District is an important setting for examining the relationship between social media use and youth behaviour.

The youth population in the district includes:

- university and college students;
- young employees;
- professionals;
- entrepreneurs;
- service-sector workers;
- individuals preparing for competitive examinations; and
- young people engaged in family businesses.

The expansion of digital connectivity has increased the importance of social media in everyday life. Young people use digital platforms for educational content, entertainment, communication, employment information, business promotion, and social interaction.

The district also includes a diverse combination of urban, semi-urban, and rural communities. This diversity makes it important to consider social media behaviour within a regional context.

A study focusing on Sirsa District can contribute to the literature by examining the issue within a specific socio-cultural and geographical setting rather than assuming that findings from metropolitan or international contexts apply uniformly.

12. Objectives of the Study

The present conceptual paper is based on the following three objectives:

1. To examine the conceptual relationship between the intensity and nature of social media use and patience among youth in Sirsa District, Haryana.
2. To analyse the relationship between social media use and emotional self-control among youth in Sirsa District, Haryana.
3. To examine the implications of social media-related behavioural patterns for workplace behaviour and HRM practices among youth in Sirsa District, Haryana.

13. Hypotheses of the Study

H₀₁: There is no significant relationship between the intensity and nature of social media use and patience among youth in Sirsa District, Haryana.

H₀₂: There is no significant relationship between social media use and emotional self-control among youth in Sirsa District, Haryana.

H₀₃: There is no significant relationship between patience and emotional self-control and workplace behaviour among youth in Sirsa District, Haryana.

14. Conceptual Framework

The conceptual framework proposes that social media use may influence workplace behaviour through patience and emotional self-control.



Independent Variable

Social Media Use

Dimensions:

- frequency;
- duration;
- intensity;
- purpose;
- compulsive use;
- passive consumption; and
- emotional involvement.

Mediating Behavioural Factors

Patience

- tolerance for delay;
- frustration tolerance;
- persistence;
- delayed gratification.

Emotional Self-Control

- control over impulsive reactions;
- anger management;
- response to criticism;
- emotional regulation.

Dependent Variable

Workplace Behaviour

- interpersonal communication;
- conflict management;
- professionalism;
- teamwork;
- response to feedback;
- workplace adaptability.

The proposed relationship may be represented as:

Social Media Use → Patience and Emotional Self-Control → Workplace Behaviour

However, the relationship is not necessarily linear or universally negative. The purpose and quality of social media use may act as important moderators.

For example:

Constructive social media use → networking, learning, communication → potentially positive workplace outcomes

Whereas:

Excessive/compulsive social media use → instant gratification, distraction, emotional stimulation → potential reduction in patience and emotional self-control

15. REVIEW OF RELEVANT LITERATURE

Existing research on social media and psychological behaviour has identified both positive and negative outcomes.

Research on digital media use has frequently examined issues such as attention, well-being, addiction, social comparison, emotional health, and interpersonal relationships. Although social

media is not inherently harmful, problematic use has been associated in various studies with behavioural and psychological difficulties.

The literature on self-control suggests that individuals differ in their ability to regulate impulses and emotions. Self-control is influenced by personal characteristics, environmental factors, habits, and repeated behavioural patterns.

The concept of delayed gratification provides an important connection between social media use and patience. Digital environments offer frequent immediate rewards, whereas many educational and workplace outcomes require sustained effort and waiting.

Research on emotional intelligence has also demonstrated the importance of emotional regulation in professional settings. Employees who manage emotions effectively are generally better able to maintain interpersonal relationships and handle workplace challenges.

However, the literature also suggests that the relationship between social media use and behaviour is complex. Social media may strengthen social connection, provide emotional support, facilitate learning, and develop professional networks.

Therefore, a major gap exists in simplistic interpretations that treat all social media use as harmful. The nature, purpose, intensity, and context of social media use must be considered.

There is also a need for greater regional research focusing on youth in specific Indian districts. Much of the available literature focuses on large urban populations, university samples, or international contexts. A study of Sirsa District can contribute contextual understanding.

16. METHODOLOGY

16.1 Research Design

The present study adopts a conceptual research design.

The purpose is to develop a theoretical understanding of the relationship between social media use, patience, emotional self-control, and workplace behaviour.

16.2 Nature of the Study

The study is based on secondary sources.

No primary survey or field data are used in the present conceptual paper.

16.3 Sources of Data

The study may draw upon:

- peer-reviewed journal articles;
- academic books;
- research reports;
- institutional publications;
- government reports;
- international organisation reports;
- theoretical literature;
- dissertations and theses; and
- credible academic databases.



16.4 Unit of Analysis

The conceptual unit of analysis is youth in Sirsa District, Haryana, particularly those who are:

- entering the workforce;
- currently employed;
- studying in higher education; or
- preparing for professional careers.

16.5 Variables

Independent Variable

Social Media Use

Possible dimensions:

- frequency;
- duration;
- intensity;
- purpose;
- compulsive use;
- passive use; and
- emotional involvement.

Mediating Variables

Patience and emotional self-control.

Dependent Variable

Workplace behaviour.

17. DISCUSSION

The conceptual analysis suggests that social media may influence youth workplace behaviour through several behavioural mechanisms.

First, intensive social media use may increase exposure to immediate rewards. This may contribute to lower tolerance for delayed outcomes. In workplace environments, where results frequently require time, this may create frustration.

Second, social media may influence emotional responses. Exposure to online conflict and emotionally stimulating content may affect emotional regulation. However, the relationship depends on the individual's ability to regulate digital engagement.

Third, social media may contribute to a culture of immediate response. Young employees may expect quick communication and rapid decision-making. When organisational processes are slower, frustration may arise.

Fourth, the effect of social media may vary according to its purpose. Professional networking and educational use may strengthen workplace skills, while excessive entertainment-oriented and compulsive use may create different outcomes.

Therefore, it is inappropriate to conclude that social media use automatically reduces patience or emotional self-control.

The more appropriate conclusion is that **problematic and excessive use may create behavioural risks, whereas purposeful and controlled use may provide benefits.**

18. HRM IMPLICATIONS

18.1 Digital Behaviour Policies

Organisations should develop clear policies regarding appropriate digital communication.

Such policies should focus on productivity and professional conduct rather than unnecessarily restricting employees' personal lives.

18.2 Emotional Intelligence Training

HR departments should incorporate emotional intelligence into employee development programmes.

Training may include:

- self-awareness;
- emotional regulation;
- empathy;
- active listening;
- anger management; and
- conflict resolution.

18.3 Digital Well-Being Programmes

Organisations may promote digital well-being through:

- focused work periods;
- reduced unnecessary notifications;
- reasonable communication expectations;
- breaks from continuous digital engagement; and
- awareness of problematic social media habits.

18.4 Leadership Development

Young employees may benefit from leadership programmes that develop:

- patience;
- resilience;
- long-term thinking;
- emotional maturity; and
- decision-making.

18.5 Recruitment and Assessment

HR professionals should assess behavioural competencies rather than using social media usage alone as a criterion.

The amount of time spent on social media does not automatically indicate a person's level of patience or emotional control.

19. RECOMMENDATIONS

Based on the conceptual analysis, the following recommendations are proposed:

1. Youth should develop conscious and controlled social media habits.
2. Digital use should be differentiated according to purpose and quality.
3. Organisations should promote emotional intelligence training.
4. HR departments should include digital well-being in employee wellness programmes.
5. Young employees should be trained to manage delayed outcomes and workplace frustration.
6. Organisations should establish clear expectations regarding digital communication.
7. Employees should be encouraged to develop reflective rather than impulsive communication habits.



8. Future research should empirically test the proposed conceptual relationships.
9. Regional studies should examine differences between rural, semi-urban, and urban youth.
10. HR professionals should avoid stereotyping young employees based solely on social media use.

20. RESEARCH GAP

The existing literature provides substantial discussion on social media use, digital addiction, mental health, self-control, and workplace behaviour. However, several gaps remain.

First, limited conceptual attention has been given specifically to patience as a workplace-related behavioural outcome of social media use.

Second, many studies focus on general psychological well-being rather than the specific relationship between social media habits and emotional self-control.

Third, existing research often treats social media use as a single variable. Greater attention is required to distinguish between constructive, professional, educational, passive, and compulsive use.

Fourth, much of the research is based on metropolitan populations or university samples. There is a need for research focusing on youth in specific regional settings such as Sirsa District, Haryana.

Fifth, the HRM implications of digital behaviour require greater attention. Organisations must understand how changing digital habits may influence employee patience, emotional regulation, communication, and conflict behaviour.

CONCLUSION

Social media has become an important influence in the lives of contemporary youth. Its effects extend beyond communication and entertainment to areas involving attention, emotional regulation, patience, and behavioural expectations.

The present conceptual paper argues that intensive and problematic social media use may influence patience and emotional self-control by encouraging immediate gratification, constant stimulation, habitual checking, rapid responses, and exposure to emotionally intense digital interactions. These behavioural tendencies may have implications for workplace behaviour.

However, social media should not be viewed as inherently harmful. Its effects depend upon the purpose, intensity, quality, and regulation of use. Social media may also provide significant educational, professional, and social benefits.

From an HRM perspective, the key challenge is not to eliminate social media but to help young employees develop responsible digital habits and strong emotional competencies. Organisations should focus on digital well-being, emotional intelligence, self-regulation, patience, and constructive communication.

For youth in Sirsa District, Haryana, this issue deserves further empirical investigation. The proposed framework provides a basis for examining how digital habits may influence workplace behaviour and how HRM interventions can support the

development of emotionally mature, patient, adaptable, and professionally effective young employees.

The central conclusion of this paper is that **the impact of social media on workplace behaviour is shaped not merely by how much young people use social media, but by how they use it, why they use it, and how effectively they regulate their digital and emotional behaviour.**

REFERENCES

1. Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175–184.
2. Bandura, A. (1977). *Social learning theory*. Prentice Hall.
3. Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351–355.
4. Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
5. Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54(3), 165–181.
6. Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
7. Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299.
8. Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *Public Opinion Quarterly*, 37(4), 509–523.
9. Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., Shablack, H., Jonides, J., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PLoS ONE*, 8(8), e69841.
10. Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244(4907), 933–938.
11. Pantic, I. (2014). Online social networking and mental health. *Cyberpsychology, Behavior, and Social Networking*, 17(10), 652–657.
12. Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848.
13. Rosen, L. D., Whaling, K., Carrier, L. M., Cheever, N. A., & Rökkum, J. (2013). The media and technology usage and attitudes scale. *Computers in Human Behavior*, 29(6), 2501–2511.
14. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
15. Turel, O., & Serenko, A. (2012). The benefits and dangers of enjoyment with social networking websites. *European Journal of Information Systems*, 21(5), 512–528.
16. Twenge, J. M. (2017). *iGen*. Atria Books.
17. Valkenburg, P. M., & Peter, J. (2009). Social consequences of the Internet for adolescents. *Current Directions in Psychological Science*, 18(1), 1–5.
18. Woods, H. C., & Scott, H. (2016). #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, 51, 41–49.
19. Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook. *CyberPsychology & Behavior*, 11(6), 181–189.