

The Effects of Technology, Social Media, And Yellow Journalism on the Behavioural Impatience of Bangladeshi University Apprentices

Mainul Islam¹, Nurunnahar Akhi²

¹Assistant Professor, Department of English Dhaka International University

²Lecturer, Department of English City University

ABSTRACT: This study analyzes the tortuous relationship among technology, social media, sensationalist journalism “Yellow”, and the snowballing trend of behavioural impatience in university apprentices in Bangladesh. This research inspects the impact of postmodern media consumption and coverage to demagogic content on apprentices’ emotional directive, tolerance, and impulsive reactions, in light of recent campus unrest. This unrest includes the notable clash between two Bangladeshi private universities in Dhaka Savar, which intensified from a minor incident into a sustained violent clash, resulting in ignition and various injuries. Engaging semi-structured interviews with apprentices from selected public and private universities in Bangladesh, the study uses contemporary evidences and incidents analysis to unfold mysteries: algorithm-driven social media feeds worsening emotional excitement, intermingled rejoinders firming immediate group behaviours, sensationalised news escalating tensions, and sabbatical institutional bumpers allowing prompt acceleration. Variances across public & private universities explored are, and participants’ reflections on corrective stratagems (postmodern documentary, emotional peer’s negotiation) are collected. Predictable findings include proof of identity of sparkle communication initiates connections to media publicity, a relative understanding of sensitive impulsivity across university contexts in Bangladesh, and inauguration of an outline for the doctrine of implementing mental-health mediations aimed at assisting healthier apprentice societies. In revealing the psychosomatic and sociocultural ancestries of impatience and hostility among youth in a technological saturated environment, this investigation pays attention to endorsing responsible postmodern engagement and robust emotional intellectual politics in tertiary educational surroundings.

KEYWORDS: Impatience, Emotion of Peer, Endorsing, Sensational News, Social-Media.

INTRODUCTION

In the last couple of years, Bangladesh has witnessed a disturbing escalation of unrest and disorderly behavior among university students over trifles. The educational atmosphere, on one occasion considered a place for rational and character building, progressively reflects the turbulence of conflict that surrounds civilization. This instability was supplementary heightened by the omnipresence of postmodern tools, social-media, and sensational news. The university apprentices found to be spending extensive time online on account of easy availability of smartphones and low-priced internet access result in considerable shifts in thought processes, emotions, and behavior (Rahman et al. 2024). The incident that ensued included: during October 2025, students from two private universities clashed in Dhaka Savar (bdnews.com et al. 2025). A trivial misunderstanding was initiated from when one university apprentice, traveling on a moving motorcycle, inadvertently spat on another apprentice. The act ignited hours of violent fighting between hundreds of students, substantial destruction, arson, and several injuries (JagoNews24.com, 2025). Videos of rioting spread like wildfire on Facebook and TikTok.

It can be inferred that this particular episode reveals how there has been a lack of patience and control over emotions among these apprentices, together with the destructive effect of postmodern media on disseminating hatred and conflicts’ continuation. On a similar note, incidents of campus unrest at an engineering college and other colleges between 2024 and 2025 indicate how MCMs can create incentives for provocative actions among students on college campuses too. Footage coverage of these episodes on MCMs like hash-tags or ‘viral’ messages can therefore generate more arousal and transform what once was an ideal and specific action into an increasingly heightened episode too. These episodes therefore raise important questions about how these kinds of technological influences can lead to young minds’ psychology because of effects on these adolescents’ control capabilities and empathic abilities too. The present study therefore tries to clarify how these complementary forces of utilizing these technologies and MCMs and sensationalist media can generate impatient behavior among Bangladeshi college students too. These impatient types of college students’ behavior therefore get demonstrated by hypersensitivity, irritability, intolerance of other opinions, and propensities for angry and even physical outlets too.

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PURPOSE OF THE STUDY

In consequence, this study pursues to explore how university students' consumption of postmodern media in Bangladesh, like using social media, depending on technology, or engaging with yellow press media consumption patterns, relates to their increasing intolerance level. It will try to find ways to explain how an unfair media environment influences apprentices' tolerance or intolerance level towards different kinds of emotions or circumstances through many different psychological or sociocultural factors. It will also investigate these patterns among those students pursuing their studies at public or private universities because these two types of institutions experience different influences from society because of their different natures and cultures. Recommendations for improvement will also be provided to these two different entities like institutions of learning or public legislators.

BRIEF OVERVIEW OF THEORETICAL FRAMEWORK

This present study adopts the frameworks of behavioral psychology, social learning theory, and media effects theory. Bandura's (1977) Social Learning Theory maintains that people learn behavior through observation and imitation, especially from media portrayal. Along with the Uses and Gratification Theory by Katz et al. (1973), people make use of media to satisfy emotional, cognitive, or social needs. However, excessive or inappropriate consumption could heighten stress and impatience. Cognitive-Behavioural Theory associates emotional response with cognitive patterns which are influenced by external stimuli, such as online discussion, comments, and news articles. Recent studies on affective media use emphasize how postmodern digital platforms have the ability to shape users' emotions and the collective emotional atmosphere (Papacharissi, 2015). A combination of both dimensions allows this present study to model apprentice impatience as a socially learned behavior and an emotional response that is influenced by media exposure.

RESEARCH GAP

International studies have investigated the link between social media use and violence (Kircaburun & Griffiths, 2019; Twenge & Campbell, 2018), but the university environment in Bangladesh, with its unique cultural values, economic conditions, and academic pressures, has been largely overlooked in academic studies. Furthermore, very few attempts have been made to examine the role of yellow journalism, in conjunction with postmodern impulsiveness, in incidents of student unrest. This paper combines behavioral approaches with sociological insights to enhance an understanding of violence on campus and the role of the media in perpetuating it.

RECENT CONTEXT AND NEED FOR STUDY

From personal conflicts to widespread university confrontations, the rise of campus unrest shows Bangladeshi students to be especially sensitive to emotionally charged content propagated through online algorithms. The rapid diffusions of rumors, videos, and comments on sites such as Facebook, YouTube, and TikTok make groups increasingly divisive and people angrier as a collective lot (Lincoln & Guba 1985). It is this postmodern phenomenon that has erased the boundary between private emotions and public actions, creating what researchers call a "real-time culture of reaction." This paper recognizes behavioral impatience among Bangladeshi university students as not an individual psychological issue but a social incident influenced by media. As technology changes how apprentices perceive, understand, and engage with conflict, colleges and universities should reconsider how they teach people to handle their emotions and interact with others. The present research purports to explain how technology, social media, and sensational journalism influence apprentices' behavior and thus tries to explain in detail how contemporary communication ecology influences emotions, behaviors, and social instability. The information is highly useful in preventing campus violence in the future and helping the youth develop emotional strength.

LITERATURE REVIEW

This chapter extensively reviews the theoretical and empirical literature on behavioral impatience, technology, social media, and sensationalism. It assesses the impact of these interlinked spheres upon emotional regulation, aggression, and interpersonal behavior among young people, especially university apprentices. The chapter uses both global and South Asian perspectives to pinpoint research gaps and conceptual connections that justify the present research. Impatience, as both a behavioral and an emotional characteristic, is inextricably linked with impulsivity, reduced frustration tolerance, and defective self-regulation. Baumeister and Vohs (2016) claim that self-regulation is the ability to control your feelings, resist short-term urges, and act in line with your long-term goals. If such a regulatory system goes awry, impatience arises. According to postmodern psychology, these disturbances occur due to overstimulation and persistence exhibited in modern digital culture. Gross (2015) argues that lack of attentional control affects the ability to control emotions; however, persistent stimulation from the postmodern environment compromises attention and hence fosters impatience and mind fatigue. Gross (2015) argues that Mischel's (2014) classic delay-of-gratification hypothesis holds that persistent experience with immediate outcomes reduces human ability to demonstrate patience

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when showing delayed gratification. In an academic setting, these processes manifest themselves as speaking with hostility or intolerance or resorting to rapid expressions of emotions when faced with dissatisfaction or dissent among students. These kinds of behavioral patterns have been found to correlate with rising incidents of conflicts among students in South and Southeast Asian countries (Rahman et al. 2024).

The Postmodern period has caused extensive shifts in human cognition and behavior patterns (Turkle, 2017; Carr, 2020) because technology not only alters communication patterns but influences the cognitive and affective processing of information as well (Turkle, 2017; Carr, 2020). Online investigative technology implementation for example: social-media prompt everlasting forms of “validation,” prominent to worsened abrupt replies rather than tolerating vigilant awareness (Turkle, 2017; Carr, 2020) connected to clashes as well as aggravation. Kircaburun and Griffiths (2019) assert that regular engagement with these tools leads youth to become more irritable, aggressive, and anxious more often. It can be said that “Postmodern Impatience” has been spawned because of “digital immediacy.” Since more than 70% of students at Bangladeshi university institutions spend more than four hours per day on these tools (BTRC, 2024), the associated psychological consequences stand considerable. Cognitive Behavioral Theory can explain these kinds of phenomena: The regular engagement with these tools alters cognitions related to emotionally provocative materials on these tools (Tufekci, 2018) related to conflicts or provocation; these cognitions gradually cause impulsive anger and frustration to seem normal (Beck, 2011); moreover, these tools’ algorithm designs trigger these tools to show more “emotionally provocative” messages (Tufekci, 2018). “Behavioral modification systems,” described by Zuboff (2019), carefully modulate affect for profit among system users. Over-stimulation commonly reduces patience and irritability, especially among younger system users. There are empirical studies showing that utilization of social media relates to aggressive acts and emotions (Twenge & Campbell, 2018; Pantic, 2014).

These studies show that too much utilization of these media predicts poor management of emotions or depression among younger generations (Twenge & Campbell, 2018). Phantic (2014) pointed that “internet-based social comparison can stimulate negative self-appraisals and anger,” associated with impatience and aggression among others.” (Islam et al. 2023) coined that Bangladeshi youth media like Facebook and TikTok not only provide avenues for expressions but can become “places of public punishment,” increasing conflicts among themselves.” The “viral” sharing of rumors, photos, or videos about recent cases of campus violence (JagoNews.com, 2025) demonstrate “contagion” emotions leading to palpable anger or hostility or impatience at the grassroots level when interactions occur face-to-face. “Yellow journalism,” is when journalistic writing reaches “an excess of sensational reporting that relies on emotions rather than reason or facts” (Islam et al. 2023). The “viral spread” of headlines of “real facts” or sometimes alluring extra coverage of “fake facts” (added new hyperbole over the real news) found among these Bangladeshi social media networks and journals has been noted to lower trust among publics because these sensational ways impatience among publics (Hassan et al. 2024). As stated by Papacharissi (2015), besides transmitting facts, “sensational media shape audiences’ emotions about events,” such that “viewers experience sympathy or outrage depending on media construct of those events.” Over-simplifications of impatient communal actions towards more sensational media portrayals can cause “polarization,” when media diminishes “involved persons into either perpetrators or victims,” rather than nuances (The Daily Star News Online Newspaper Outlets, 2025). Communication studies define “Affective Amplification” (Grossberg, 2018) principles where media framing increase certain emotions or responses among audiences. These media stimulated emotions can increase impatience among university-level apprentices among others.

This study is grounded in Bandura’s (1977) Social Learning Theory, Katz et al.’s (1973) Uses and Gratifications Theory, and Beck’s (2011) Cognitive Behavioral Theory. The social learning theory posits that students are likely to repeat behaviors they observe in peers or online influencers; all the more when such acts have been socially rewarded or justified, thus making violent acts or impulsive behavior normal. The Uses and Gratifications Theory explains why apprentices rely on media to reduce boredom, seek social validation, or vent frustration, but over dependency on media for emotional gratification may lead to a decline in postponing immediate gratification. Cognitive Behavioral Theory suggests that disturbed cognitive processes, such as overgeneralization and catastrophizing, may evoke exaggerated emotional arousal, further magnified by exposure to sensational news. These three theoretical positions of framing mechanism (Entman 1993) explain the cognitive and social processes involved in leading to impatience in university settings. Empirical studies in South Asia support such linkages. Regarding South Asian countries, an unverified link can be found between media consumption and growing unrests among students found that incorrect information spread using social media was among the factors fueling inter-collegiate violence and communal violence in India. In accordance with the view of public that moral panic among students was heightened in Bangladeshi circumstances because of the rapid spread of rumors using modern digital technologies. Unhindered evolution of improper or sensational news because of improper infrastructure serves to significantly define youth perceptions of injustice among Bangladeshi students. Use of Facebook, WhatsApp, and TikTok among Bangladeshi apprentices and heightened politico moral intolerance has introduced behavioral instability into societal ecosystems. So far, failure to identify linked postmodern behavioral patterns at an institutional level obstructs prohibition measures. Although research related to media consumption and corresponding behavioral patterns has been extensive at the global level, there has been only limited research related to aggregate effects of technologies, associated uses

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of social media networks, and sensational news programs affecting impatience behavior among students at Bangladeshi universities. It is under these circumstances that this paper attempts to fill those research gaps using qualitative critical research analysis techniques and corresponding studies among actual apprentice perceptions, emotions, and associated youth perceptions related to postmodern media consumption patterns among Bangladeshi students (Hassan et al. 2024).

RESEARCH METHODOLOGY

In this chapter, the research methodology used to investigate how and to what extent technology, social media, yellow media journalism impact impatience among college students in Bangladeshi universities has been described. The organization of this chapter covers the PHILOSOPHICAL UNDERPINNINGS (Entman, 1993); research designs: SAMPLING CONCEPT (Etikan, 2016) tools of study techniques of investigation - analysis techniques applied for research analysis. The research study applies qualitative research to generate detailed description of research subject's viewpoints and sentiments qualitatively. The study applies interpretation research paradigms, under which human behavior and action requires study and analysis with particular focus on constructing interpretations of research subject's viewpoint rather than applying absurd hierarchical scales. In relation to Creswell and Poth (2018), interpretation research paradigm offers avenues to study how human actions develop interpretations based on particular sociocultural contexts. People's impatience acts psychically or emotionally and so on media influences related to sociocultural influences thereof.

RESEARCH DESIGN

The research design involved qualitative research with semi-structured interviews. Qualitative research with semi-structured interviews tends to be appropriate when studying emotions and cognition that can be conditioned or influenced by factors such as media and technological interactions (Merriam & Tisdell, 2016). Semi-structured interviews can allow qualitative research to investigate thoroughly how media consumers feel towards related constructs like impatience, anger, or impulsiveness when they encounter specific incidents because of media consumption. The approach is consistent with the research questions on how social media influences the way people regulate their emotions. Research the impact of technology and sensationalist journalism on impulsive behavior. Analyze patterns of behavior among apprentices in public and private universities. Devise plans on enhancing emotional regulation and modern accountability.

SAMPLING METHOD & SIZE

It is a non-probability method, therefore suitable for qualitative research. In this study, a purposive sampling strategy was used by selecting participants with the following characteristics: Frequent users of Facebook, TikTok, and YouTube. The ages of apprentice are between 18 and 28 years. To attain subject saturation, 20 participants were recruited through 10 participants from public universities anonymously and 10 from private universities not identified. Diversity in gender, institutional culture, discipline, and socioeconomic background increased the tendency toward imbalanced psychiatric disorders and deconstructive attitudes among the apprentices.

DATA COLLECTION INSTRUMENTS

Category A: How frequently do you use technology and social media every day? Have you ever noticed any changes in mood and patience because you have been on the internet for a very long time? B. The effect of the media and sensational journalism: How do you feel about shocking or exaggerated news on the internet? Do you think some sources of news make apprentices fight with each other? C. Impatience with behavior and social involvement: Have you ever made a snap decision based on something you saw online? How do social media spread rumors or arguments that happen online or on campus? What steps can colleges and universities take to improve emotional intelligence and encourage responsible computer use? The interviews were conducted over Google Meet, WhatsApp, or Zoom, based on the preference of the participant. Each and every conversation continued 10 to 20 minutes. The interviewees favored native Bangla language and English as lingua-franca in the course of discussion session.

DATA ANALYSIS

The outcomes were examined consuming thematic-analysis with six-steps designated by the brain of Braun and Clarke (2006). Positive habituation with the learning was completed in terms of construing the dictations to employ the theme evolving from the research. Initial coding was done to create categories like "quick-tempered reaction," "media exaggeration," and "online argument." These initial codes were then incorporated into overarching themes like "postmodern overstimulation," "emotional contagion," "media-induced anger," and "biased polarization." On basis of evaluation of distinction among categories, conceptual labels were assigned to these themes based on prevalent theories and models of knowledge like Social Learning Theory and Cognitive-Behavioral Theory.

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Data Presentation, Analysis, and Interpretation

In this chapter, qualitative research was done using semi-structured interviews with Bangladeshi university apprentices to examine how technology, social media, and sensational media coverage create impatience among students' behavioral patterns at public and private colleges. With a view to using a thematic analysis method following Braun and Clarke (2006), themes and subthemes emerged from qualitative research for analysis and discussion purposes only. Online interviews were held with twenty students selected from five different institutions (public and private colleges) using Zoom meeting software, Google meeting software, and WhatsApp messenger services. Participants were male and female students between 19 and 27 years old at the time of research completion. The inference draws that (postmodern) engagement, impatience, and media affect each other differently.

Postmodern Overexposure and Cognitive Overload

A number of respondents pointed out that technology pervade their daily lives. They revealed that constant notifications, online classes, and social media networks cause frustration with mental fatigue and symptoms of emotional exhaustion. "I wake up every morning and check my mobile before brushing my teeth," said one respondent. Although they tried to focus on their studies, they were often distracted by popular messages or videos. Nusrat, age 21 years, apprentice at a private university: "Regular exposure to multiple digital stimulants can cause mental fatigue leading to impatience or lack of patience and loss of attention." The apprentices pointed out lack of concentration, increase in impatience, and irritability when faced with academic or interpersonal problems. These were found to match (Rosen et al. 2020) when they found that postmodern multitasking significantly reduces attention control and shows considerable impairment of emotion regulatory capability among adolescents. "We cannot keep ourselves composed; otherwise, we get angry with even small delays," said one respondent because of expected instant outcomes like instant internet speed, instant responses on messages or calls, and instant entertainment like YouTube or other media networks like Facebook or Instagram streaming services. Farhan, age 22 years apprentice at a public university: "Overdependence on technology causes more instant satisfaction; therefore, loss of ability to wait or delay gratification when faced with frustration," which requires impatience at behavioral level.

Emotional Effects of Social Media and Yellow Journalism

Participants repeatedly pointed out emotional instability fueled by social media and sensational sources of news. They said that biased, exaggerated, or controversial content spread quickly through sites like Facebook, TikTok, and YouTube; people became angry, anxious, and ready to argue. "Whenever something happens, news spreads half-truths with sensational headings." People start to criticize harshly right away, even though they do not know the whole story. Rafi-23 year's old, university student, name undisclosed several guests referred to a recent incident of violent fighting between unknown university students and apprentices (Jagonews24.com 2025). The online spread of fake postings and edited videos enraged people further and led to further postmodern mobbing behavior: "Apprentices were encouraged by posts on social media." Instead of verifying the facts, people began to spread fake pictures, calling each other names. It made everyone more aggressive. Mitu-24, university intern, name undisclosed this incident is an example of the emotional contagion phenomenon described by Hatfield, Cacioppo, and Rapson (1993) as the process of rapid emotional transmission via modern interaction. Yellow journalism combined with algorithmic amplification promotes fast, collective responses at the expense of rational discussion. The interviewed claimed not to trust the media and believe that it is increasingly manipulating their feelings, which made the overall effect stronger.

Emotional Poison of Social Media and Yellow Journalism

Participants consistently reported that yellow journalism and sensationalism in digital news platforms significantly contribute to their mental instability. Many people who responded said that viral posts, misleading headlines, and hostile comment threads make people more anxious, biased, and aggressive toward other organizations or institutions. Some modern news stations put more emphasis on getting viewers than on being accurate. Just their tone makes other people angry and impatient. Mahmud-25 years old, is a student at private University. This study corroborates the findings of Vosoughi, Roy, and Aral (2018) that showed how false or exaggerated news spreads more swiftly than genuine information because it can evoke more intense emotional reactions. In Bangladesh, this emotional instability is evident in university settings, particularly if superimposed on previously established institutional rivalries. Apprentices witnessed how so many unverified posts and videos sprouted online during the anonymous inter-university event. Before the authorities intervened, the spread of misinformation made people even angrier. It was so terrifying how quickly everybody reacted. Nobody waited for confirmation; everyone was ready to fall in line and take action the moment it happened. Shanta-22, university not named these impulsive, emotionally-charged reactions are examples of Bandura's Social Learning Theory (1977), wherein people imitate emotionally expressive behaviors witnessed online. Long-term exposure to hostile speech on social media normalizes reactionary communication, which translates to learners who are less patient and less empathetic.

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Erosion of Patience and Rise of Reactive Behaviour

A common worry that came up in interviews was that people are becoming less patient and more negative in both physical and postmodern settings. Participants asserted that social media fosters rapid emotional responses rather than reflective reasoning. “When someone says something bad about my post, I respond right away without thinking.” Subsequently, I feel pang of guilt what I whispered, but it’s too late since it has already been vocalized. Tania-21, a public university (anonymous), this tendency is revealing some thoughtlessness attitudes those are often worsened through virtual communications, spilt over to generate a control in the tangible world of human civilizations. Most of apprentices conveyed the problematic emotions all through the classroom along with apple of discord among peers that raises conflicts and campus violations with vandalistic demonstrations. “We can’t handle people who differ opinion with us at this very moment.” Any slang or one single objectionable word creates intensified quarrelsome noise. Perhaps, no matter, that is only because we employ much verbosely communication with people on the virtual platforms. Rakib-23, anonymous university in Rajshahi district, this ropes with Baumeister and Vohs’s (2007) theory of super-ego diminution where it unceasing responsive engrossment on postmodern environment dwindling their self-aptitude, leave-taking people more prone to cantankerousness and antagonism. Much more well-known peers’ personal pressure can pay attention to do contribution in favor of his or her side. A sensation to add connection with the chorus line in the prevalent virtual negotiations and disapprovals keep impatiens sociable friends, even though when they differed with the words of opponent. This is typical of social conformity effects which Asch (1955) proposed, facilitating impulsive group behavior.

Technology creates overstimulation and constant activity on the Internet, which cannot distinguish between private and public life. This elevates levels of stress and makes profound thinking even more difficult. Social media as a channel for emotional contagion Viral and sensational information transforms minor disputes into major issues with which everyone is indignant. Yellow journalism disseminates lies and induces maladaptive behavior; sensational reports and fabricated news increase competition between universities. Behavioral impatience as a conditioned response within apprentices, patterns of fast and reflexive behavior is internalized, thus reducing tolerance for ambiguity or delay. These factors together create a self-reinforcing cycle of postmodern impulsivity, with overstimulation, disinformation, and contagion reinforcing one another.

Comparative Insights: Public vs. Private Universities

There were also differences in apprentices at public and private universities: Apprentices in private universities, both within the public and private sectors, reported more screen time and more interaction with the media, thereby feeling emotionally exhausted all the time. Apprentices from public universities such as: Dhaka and Rajshahi showed their frustration over the slow institutional responses and peer pressure, relating their dissatisfaction to the ineptitudes of law enforcement agencies rather than the content of media alone. Despite these contextual differences, both were characterized by similar impulsive responses to internet provocation and sensationalism of media, suggesting a shared postmodern culture that cuts across university boundaries and affects emotional behavior.

DISCUSSION OF FINDINGS

These outcomes are, in fact, consistent with global research on the psychological effects of postmodern overstimulation. Twenge (2020) argues that continuous social media connectivity increases impatience and emotional volatility in the case of Generation Z. Liu and Ma (2022) also shared that too much exposure to sensationalism online was associated with anxiety, aggression, and less empathy. It is difficult to regulate one’s emotions when there is a deliberate attempt at transmission of these feelings, especially in Bangladesh, where social media platforms have also served the dual purpose of communication and advocacy. The fight between City University and Daffodil International University shows how false stories on the internet can lead to real violence (Daily Star et al. 2025). This supports the findings of Hofmann et al. (2017), who found that being too emotional and using your phone too much are linked.

Further, findings confirm the media dependency theory by Ball-Rokeach & DeFleur (1976), which stated that the more a person depends on media for social guidance, the greater will be the media framing effect. In such a framework, yellow journalism acts both as a catalyst and amplifier of impatience, guiding attention through sensationalist language and visual exaggeration. Data confirm Bandura’s Social Cognitive Theory (1986) to the effect that apprentices learn to act impulsively by observing and mimicking people who are angry or upset online. When emotional contagion is consistently witnessed in postmodern contexts, it increasingly becomes an acceptable way of engaging with other people, thereby reducing self-control and empathy. This chapter presented and analyzed qualitative findings which demonstrated marked associations between technological exposure, media sensationalism, and behavioral impatience among Bangladeshi university students (bdnews.com 2025). These three key-concepts of postmodern overexposure, emotional contagion, and reactive behavior-allow us to make sense of how the postmodern ecology has reshaped higher education’s affective contours. Strategic pathways also include the following continuous postmodern stimulation makes the person less emotionally resilient. Yellow journalism engenders anger through the

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dissemination of fake news. In this consequence, a ceaseless rumor goes via social-media and peers orthodoxal behaviors. Public-private differences are shrinking because of shared postmodern experiences.

CONCLUSION AND RECOMMENDATIONS

In the concluding point, it conveys the message with a view to the close observations of the technology, social-media, and *Yellow* journalism that impacts on the behavioral impatience of Bangladeshi public private university students. It pursues to review the main findings of this study, determine their implications for both psychology and applied linguistics, and provide a call for a long-term strategy to develop emotional intelligence, media literacy, and responsible interaction through the post-modern university experience. It is triggered by recent instances of discontent and irregular behavior among Bangladeshi university-goers, as evidenced by the violent showdown (Bangladesh Post 2025) that broke out among private universities in October 2025, where national media observations revealed that a considerable influence of misinformation from social media played a significant role.

The purpose of this research was to determine the underlying processes whereby postmodern technology, working in tandem with social media and yellow journalism, creates a culture of behavioral intolerance and emotional unpredictability. The method for this research was to conduct qualitative, semi-structured interviews of twenty apprentices from public and private institutions. The findings include: Postmodern saturation and intellectual overload when constantly connected electronically, one experiences emotional depletion, reduced attention, and increased temper. Social contagion of emotion through social media and yellow journalism when given partial or yellow news, one experiences a spontaneous, massive release of emotional expression. Loss of patience and emergence of reactive behavior of the apprentices responded quickly, emotionally, in cyberspace and actual space, representing a lack of self-control. The findings of this study suggest that these postmodern environments among the youth of Bangladesh make a significant impact on emotional and behavioral development, as these communities increasingly integrate virtual and actual behavior. Secondly, the impulses of the apprentices suggested a trend common to the culture of cyberspace, where aggression and hostility generate publicity.

Furthermore, learners learn reactive communication by imitation and reinforcement as a social norm. This has linguistic consequences as apprentices show emotionally loaded and aggressive patterns of communication even in academic or public settings. Technology and sensational media breed automatic cognitive habits associated with anxiety and irritability. Repetitive exposure to postmodern stimuli restructures cognitive response by reducing tolerance to uncertainty or delay. Hence, short-tempereness becomes a learned cognitive reflex that influences affective stability and communicative behavior. The excessive use of postmodern media for social consciousness increases the vulnerability of apprentices to framing effects and emotional manipulation.

Yellow journalism relies on linguistic sensationalism, loaded vocabulary, hyperbolic metaphors, and emotional appeals to trigger audience response, creating impatience and moral polarization. From an applied linguistic perspective, language shapes emotion and cognition. The characteristics of postmodern communication in brevity, reactivity, and emotiveness limit reflective cognition. Vygotsky's socio-cultural theory of mind (1978) says thought and language develop together; hence, a linguistically hostile emotional environment generates reactive frames of thinking. Second, Theory of Mind, the ability to identify the feelings and intentions of others, is reduced with excessive reliance on impersonal postmodern interactions. When empathy and patience are underdeveloped linguistically and intellectually, individuals respond with impulsivity rather than engaging in measured reflection. This study shows that behavioral impatience among students of higher education in Bangladesh is not just a psychological issue but a socio-technological one, shaped by constant postmodern connectivity, emotional manipulation through media, and linguistic-cultural changes in communication. Excessive engagement creates cognitive over-arousal, leading to irritability and loss of emotional strength.

In most cases, Algorithms used on social media emphasize emotionally appealing content and hence increase engagement behavior. Yellow Journalism manipulates language to create moral panic and perpetuate discord. The university apprentices accumulate these biases and show decreased self-parameters, empathy, and tolerance for diversity. The implications of applied linguistics suggest that emotionally expressive cyber-discourse can affect the processes of cognition and emotion, such that impulsiveness and confrontational forms of discourse can be perceived as the norm. These processes, unless altered, might affect the underlying supports of academic honesty, emotional maturity, and harmony in educational settings. The results inform a range of institutional, academic, and psychological practices regarding universities those incorporating postmodern literacy and media competency training is suggested, including media and information literacy modules for undergraduates. Apprentices are badly in need to be trained to critically assess on Web sources, distinguish truth from falsehood, and resist emotional persuasion. For nurturing campus mental health and emotional intelligence, emotional wellness centers staffed by capable and professional psychologists need to be established. UNESCO (2023) also emphasizes over stress management, self-regulation, and empathy development workshops through biannual or regular seminars. Philosophical creative design of language courses need to stimulate writing programs, debates, and discussions boosting empathy, emotional intelligence, connectivity, and linkage of applied

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linguistics to social-emotional learning. Class room talk can be a tool for a mental training procedure, where formal talk can be utilized by teachers to demonstrate patience, empathy, and rationalization to combat postmodern impulsiveness.

Mindfulness and usage of technology requires restricting viewing to limited screens, refraining from addictive viewing of negative content, along with a 'postmodern fasting' duration escalating in academic periods. 'Fact-checking' methods of intelligence need to be activated to review content prior to commenting or reposting, promoting quality-inclined Web discussions above impulsive statements. 'Peers for media' or 'emotional bounds' practices include collaborative emotion-building initiatives for 'apprentice centers' to form 'listening circles.' Regarding media practitioners/journalism and media ethics, concentrated attention is required for maintaining non-sensational wording, non-emotionally manipulative titles, stress on fact-reporting, along with responsible coverage of events occurring on campuses. The criteria for digital content include the involvement of academicians, as well as state and national bodies, for monitoring misrepresentations about the education segment. The future course of research can include a design that uses a combined survey, or experimental method, to determine the statistical magnitude of the impatient levels. Research can be directed towards studying the neuropsychological associations of hyper-arousal among postmodern youth.

In this very sense, authentic analyses can be made to determine the predictive value of language on social platforms to emotional intelligence and cognitive empathy. Cross-cultural analyses of the South Asian region can be made to distinguish impatient postmodern patterns among South Asian youth. This study recognizes a pandemic psychosocial phenomenon among the postmodern youth of Bangladesh, namely, the presence of the impatience epidemic. Technology and media's ability to increase the capabilities of learners is being offset by misuse. It is necessary to address a new paradigm of education that incorporates media psychology, ethics, and communicative capabilities of language at the tertiary postsecondary level. The elevation of emotionally intelligent, postmodern youth is a basic need, establishes a national necessity to make way for peace, human understanding, and intellectual development.

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