



Emojis To Ace On Self Awareness And Introspection - Proven Results For Best Career Guidance Excellency

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Abstract: Emojis play a pivotal role in today's era of technological communication, enhancing the effectiveness and exclusivity of expressing thoughts and feelings. Self-awareness and introspection are crucial skills that influence one's behaviour and decision-making processes. While these concepts are closely related, they exhibit subtle differences that can be discerned through careful observation. This study explores the correlation and distinctions between self-awareness and introspection within soft skills classrooms by incorporating emojis as learning tools. The use of emojis, coupled with theories and aptitude tests, has demonstrated significant improvement in students' ability to make informed career choices. Despite certain limitations, this experiment highlights the optimistic potential of gamified, active learning classrooms in fostering better understanding and engagement. With nearly 50% of Indian classrooms still adhering to traditional teaching methods that emphasize passive listening, the scope for marginal growth in post-graduation career options remains a concern. The findings of this study advocate for modern, interactive approaches that align with evolving communication styles, such as the use of emojis, to achieve better career guidance outcomes.

Index Terms – Career choice, emojis, goals, gamification, introspection, self awareness

I. INTRODUCTION

Sign language, in its partial form, is commonly used by individuals to express thoughts and feelings while speaking. It plays a dominant role in non-verbal communication through gestures. In written communication, people often resort to semi-formal or informal language to convey emotions, with emojis emerging as a popular tool for expression. Emojis are increasingly used to indicate consent, disagreement, or emotional responses, even in professional contexts. They have gained acceptance in motivational speeches by TEDx speakers and on international platforms as visual aids.

This study investigates the integration of emojis in professional classroom settings to promote self-evaluation and facilitate informed career choices. By utilizing emojis as interactive tools, students are encouraged to engage in introspection and self-awareness exercises, bridging the gap between traditional learning methods and modern communication styles. The aim is to demonstrate how this evolving medium can transform classroom dynamics, leading to improved decision-making in career planning.

In this session, the experiment aimed to help students understand the concepts of self-evaluation and introspection. Although these terms often appear similar in many contexts, they differ significantly upon closer examination. Introspection involves a deeper process of self-exploration, enabling individuals to reflect on their habits, choices, and attitudes. On the other hand, self-evaluation is a structured process where individuals assess themselves against specific parameters, often yielding measurable results, such as percentages or scores. This nuanced understanding allows students to appreciate the distinct roles these concepts play in personal growth.

To understand it in a perfect manner the difference between self evaluation and introspection is mentioned here. "self-evaluation" is a more structured assessment of your performance against specific criteria, like job skills or achievements, while "introspection" is a deeper, more subjective exploration of your thoughts, emotions, and experiences to gain personal insights and understanding; essentially, self-evaluation focuses on objective performance metrics, whereas introspection delves into the "why" behind your actions and feelings.

Career guidance is top priority for any career guidance unit or placement training sector. These units aim to train students to identify and pursue the right job opportunities by understanding their aptitudes, interests, and unique qualities. Self-awareness, encompassing attitudes, consciousness, empathy, optimism, and other traits, plays a crucial role in helping students navigate their career paths effectively.

Aptitude tests, such as the OCEAN test and MIT personality tests, provide students with structured questionnaires to evaluate their attitudes and emotions. These tools help students understand themselves better and guide them in selecting appropriate career options. However, a key challenge lies in the variability of test results. Factors such as the student's mindset at the time of taking the test can influence their responses, leading to different outcomes on different occasions. The time interval between tests, whether days or weeks, can further add to this inconsistency, making it difficult for students to precisely determine their career alignment.

To address this challenge, an experiment was conducted to explore methods that minimize the reliance on extensive questionnaires with 150 or more questions. Instead, the focus was on fostering self-awareness through concise evaluations and engaging classroom activities. This approach aims to actively involve students in identifying their strengths and preferences, maintaining classroom effectiveness while promoting participation and self-discovery.

Procedure:

As part of the experiment to evaluate self-awareness and introspection, emojis were used as flashcards and integrated into various classroom activities. This innovative approach made the experiment engaging and interactive, ensuring active participation from all students. There were 2 experiments conducted. The experiment was conducted in three distinct phases, each building upon the previous to deepen the students' understanding of themselves and their behaviors.

Phase 1 focused on introducing students to the concept of self-expression through emojis. Students were asked to draw their five favorite emojis and explain why they liked them. This simple and enjoyable activity encouraged students to reflect on how these emojis represented aspects of their personalities. With no restrictions on emoji selection, students freely expressed themselves and provided reasons that helped them uncover their preferences and values. They also wrote short paragraphs describing the traits and interests symbolized by their chosen emojis, gaining initial insights into their personal nature.

Phase 2 emphasized analyzing the contextual use of emojis through a situational approach. Students were presented with various scenarios and asked to respond using emojis, followed by self-analysis to gain deeper insights into their communication styles. They also identified which emojis they frequently used in informal, semi-formal, and formal settings, assessing how their emotions were conveyed in these contexts. This approach enabled students to recognize differences in their responses depending on the situations, ultimately helping them determine which types of roles or professional domains they might be best suited for based on their answers.

A question on formal setting would be like you received a strong words from one of the customer for not the blunder committed by you but by your colleague. Later you are in a situation to receive a call from the customer and answer the customer. For this scenario five emojis were displayed and the students have to select one emoji of their choicely response. Similarly, the remaining scenarios were planned and exhibited for the emoji selection. After the procedure is completed the students were exposed to the experiment taking emojis as a medium of analyzing their aptitudes and interests. Apart from the questionnaire prepared out of 150 bits the next questionnaire is prepared just with 60 questions to identify the way the students think and act upon. A questionnaire is prepared with 60 questions in each matrix. Each matrix stands for each component in the hover theory. 10 questiona were created situationallyfor the students to respond on them using emojis. The students reacted with emojis depending on the situations they read and they attribute to the situational elements posed in the questionnaire. The answers yielded from each sector are recorded. All the answers are right but the analysis done is to identify how many similar kind of emojis they have used or falls into the same sector of definition say creative or investigative. Out of all the 10 questions every 4 questions from each matrix is defined with options using the emojis which attribute the stronger or weak. An overall analysis is done to which the student reaction is like what. This enabled to have a study on themselves when they are self aware and when their introspection comes into phase. if it is above 6 or 7

with 3 or 4 same emojis then it shows that they react accordingly to their preferred nature. In this way the students are diagnosed to which type of nature they prefer to.

Phase 3 expanded the experiment by incorporating an interpersonal perspective. Students collected feedback by asking three emojis each from five close friends, five acquaintances with cordial relationships, and five individuals in professional settings. This comparative analysis provided valuable insights into how their attitudes and behaviors were perceived in different social contexts. By evaluating these perceptions, students gained a deeper understanding of how they present themselves and learned to adjust their behavior appropriately across informal, semi-formal, and professional environments. This phase emphasized the importance of self-awareness and adaptability, helping students refine their interpersonal skills.

In the second experiment, students engaged with a set of pre-designed emojis representing six distinct personality traits: artistic, investigative, social, enterprising, realistic, and conventional. These emojis, inspired by Holland's RIASEC theory of career classification, were affixed to chairs, with each type of emoji printed five times. Six students were randomly selected to identify the traits each emoji symbolized, ensuring everyone understood their meanings.

The activity is designed with an intervening of the students physical effort so that right answers will be taken. Six members were selected to play this activity in the 1st go. A time limit of five minutes is decided for all the six members. Each participant have to select an emoji card and place it in the preference place and again take a turn to run round the table to collect one emoji card. Once they run round the table, they are eligible for collecting only one emoji card from the set of six cards placed there which are the same. Like this everyone has to collect six cards by taking six complete rounds by the end of five minutes. Hence, the arrangement of the emoji cards shows their preferences. The clause is placed in the beginning that whoever completes placing the emoji cards first according to their preference is said to be having more clarity on them. Therefore, the participants have made it quick irrespective of time but the explanation after the arrangement gave them clarity of their preferences.

This setup introduced an element of physical engagement, as students had to complete multiple rounds to view all six emojis. According to psychological principles, tasks that involve movement and decision-making often reveal genuine preferences and inclinations. After arranging the emojis in their preferred sequence, students reflected on their choices and explained the rationale behind their selections. They also identified the emoji they missed in their sequence, its intended placement, and the reasoning for their decision. This activity provided deeper insights into their choices and preferences, helping them recognize how these align with their personalities. Following this exercise, students ranked the six emojis in order of preference, based on their understanding of their behavior and personal inclinations. They were instructed to keep their rankings confidential. In the next phase, students collected feedback from their close acquaintances, who ranked the same six emojis based on how they perceived the student's personality. The comparison between self-assessment and external feedback revealed notable differences, highlighting the gap between self-perception and how others view them.

The use of these six emojis, inspired by Holland's occupational classification, provided a creative and engaging way to help students explore their preferences and gain insights into their behavioral tendencies from both personal and external perspectives. A session was conducted to explore occupational suitability through the lens of Holland's Theory of Career Classification. Each emoji, representing a distinct personality trait, was associated with a curated list of career paths and corresponding educational courses. For instance, the *Enterprising* emoji was linked to careers that emphasize leadership and entrepreneurship, such as establishing small-scale industries, large-scale enterprises, or personal business ventures. The *Artistic* emoji encompassed creative professions such as art, photography, content creation, caption writings etc with suggestions for relevant vocational courses to enhance these skills. Students with inquisitive and observant minds, identified through their affinity for the *Investigative* emoji, were introduced to career options like criminal investigation, forensic sciences, or roles in intelligence bureaus, data analysts etc. Similarly, tailored career paths and educational recommendations were designed for all six emojis, ensuring alignment with the traits they symbolized. This comprehensive framework was revealed to students only after they had gained clarity on their preferences and choices, ensuring an unbiased and self-reflective exploration of their potential career paths. This experiment served as a powerful tool for fostering introspection and enhancing self-awareness among students. It allowed them to delve deeper into understanding their personal preferences, attitudes, and the way they are perceived by others. By bridging the gap between self-perception and external feedback, students gained a clearer picture of their unique strengths and inclinations.

The activity not only helped them explore a diverse range of career paths and educational opportunities but also provided insights into how their interests and traits align with specific professions. As students analyzed their choices and preferences, they were able to identify career options that resonated with their personalities. This clarity empowered them to make informed decisions about their future, whether it was selecting the right academic course, pursuing a specific profession, or simply gaining awareness of occupations that complement their natural abilities. Ultimately, the experiment served as a guiding framework, enabling students to align their ambitions with their inherent strengths and paving the way for a more confident and purposeful career journey.

Findings:

- The entire classroom turned out to be an active learning classroom with the same intensity of learning right from minute one till the end. The learning is also about self awareness and they had a clear introspection about themselves which lead to understand which role they are more suitable of marking themselves in the suggested cadre.
- To choose the right career a list of jobs were designed under each matrix and hence wise it became easy for the students to identify into which sector they belong depending upon the ratio they have made.
- The participation in the learning enhanced their interest levels not only on self awareness but also on identifying the gap where they have to develop themselves in order to reach the next step of it.

- Interest levels have grown among the students because it was not a regular class look with regular language experiment. It stands unique as it brought about the emojis into frame turning the class into a dictoglass classroom with a different language medium and elements.
- Just like the dictoglass classes here the participants focus on the selection of emojis and they were also second time verified by the people who are surrounding. Similar to the dictoglass class now the entire class turns out to be an active participants class
- The entire class turned out to be very active as the concept of emojis itself is interesting, and an active learning took place in the rooms with the participants as well as the observers. So the class was 100% engaging and learning.
- The stalwart point is that at the end of the two experiments the participants are able to understand to which career they are suitable without much effort. The list of career paths design given at the end helped the students to detect their choiced career paths which will be appropriately suitable for them to strive.
- It helped the students a lot to identify the gap present between their understanding about themselves and the how they are understood by their environment.
- The experiments helped them to sort the gap between what they are suitable for and where actually they are trying to get the job. This gap is bridged by these experiments
- Another identified point is that in a very limited time the experiments are able to be conducted and when the experiment results are checked after a limited period of time lead to the similar design of the career path for the participants.

Limitations:

1. **Potential for Biased Feedback**

One of the key limitations observed was the possibility of receiving biased feedback when students collected responses from three to five individuals. Factors such as personal preferences, social dynamics, and the respondent's interest in the participant often influenced the feedback. In some cases, responses reflected the giver's perception rather than an objective evaluation of the student's personality.

2. **Influence of Subjective Perception**

When students sought feedback from peers, there was a tendency for respondents to provide answers based on their assumptions or the participant's expectations rather than genuine observations. This led to variations in responses, where some students received feedback aligned with their self-perception while others received overly favorable or critical assessments.

3. **Complexity in Data Interpretation**

The large volume of feedback initially caused confusion, making it difficult to derive meaningful conclusions. Without structured analysis, the abundance of responses led to misinterpretations. However, once a proper analytical framework was applied, students were able to categorize responses under self-awareness and introspection effectively.

4. **Risk of Inaccurate Responses from Distant Acquaintances**

When students collected feedback from individuals with whom they had minimal interaction, the accuracy of responses became questionable. Distant acquaintances often based their answers on superficial observations, leading to inconsistencies in the data. To enhance the reliability of feedback, it is recommended that students seek responses from individuals who have a reasonable level of familiarity with them.

5. **Fluctuating Personal Preferences**

Some students demonstrated highly variable preferences, which posed a challenge in establishing consistent patterns. These fluctuations influenced by age and evolving interests, need to be considered while analyzing self-awareness. The temporary nature of choices makes it essential to view self-perception as a dynamic rather than a static construct.

6. **Impact of Recent Situations on Feedback**

External factors such as recent experiences or situational influences may have affected the feedback process. Students often struggled to distinguish between objective and situationally influenced responses. This highlights the importance of ensuring that feedback reflects long-term personality traits rather than momentary emotions or circumstances.

Conclusion:

Despite these limitations, the study provided valuable insights into self-awareness and introspection. Future research can improve reliability by refining feedback collection methods, selecting suitable respondents, and implementing structured analysis techniques. Addressing these challenges will enhance the effectiveness of using emojis as tools for self-evaluation and career guidance.

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