

SIGNAGES AND SYMBOLS: A SCHOOL'S COMMUNICATION
TOOL AS PERCEIVED BY THE SELECTED STUDENTS IN
INDANG CENTRAL ELEMENTARY SCHOOL

THESIS

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**SIGNAGES AND SYMBOLS: A SCHOOL'S COMMUNICATION
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IN INDANG CENTRAL ELEMENTARY SCHOOL**

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ABSTRACT

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The study was conducted in December 2018 at Indang Central Elementary School to determine the interpretation of the selected elementary students on the signs and symbols posted inside the school; identify its level of significance; and to distinguish the effectiveness of signs and symbols in understanding messages.

The participants of the study were 122, six-to-seven-year old, grade one students who were enrolled at Indang Central Elementary School. The descriptive survey method was used, particularly survey questionnaires, to gather data from the participants. The statistical treatment used was frequency counts to ascertain the number of responses of the participants.

The study concluded that, for the interpretation of the signs and symbols seen inside the school, majority of the participants gave the correct meaning of each sign and symbol. But if the used symbols had no literal meaning, participants found them difficult to interpret.

For the significance of signs and symbols as school's communication tool, it can be concluded that the purposes of signs and symbols were highly significant to participants especially those signs which do not need texts but can easily be understood; the signs and symbols which helped them to know the directions of places; and the signs and symbols that conveyed dos and donts.

In terms of the signs and symbols' effectiveness, a particular sign or symbol would be effective if the pictures or symbols used are familiar to children. However, majority of the participants found the signs and symbols to be highly effective.

Thus, the understanding of the participants on particular signs and symbols was associated to the effectiveness of this as communication tool. At the same time, the participants' interpretation was related to its significance which answered the purposes of the signs and symbols that were presented.

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INTRODUCTION

Except reading and writing, there are different methods to understand message at an early age and these include visuals, particularly pictures, signages and symbols.

Words are also signs, but of a special kind they are symbols (Griffin, 2000).

Signage is one of many ways to communicate with others. It is often seen on the roads, vehicles, fast food chains, schools, institutions, and different areas.

On the other hand, symbols are defined as abstract, ambiguous, and arbitrary. Their meanings are not self-evident or absolute and need to be interpreted.

Interpretation is an active, creative process used to make sense of words. Constructed meanings in the process of interacting with others and through dialogues carry on in own heads (Duck, 1994; Shotter, 1993).

The focus of this study involves six-to-seven-year old children or those children in the pre-operational stage. The researchers chose these participants to distinguish how