

The Impact of Legacy Media: Creative Posters to Foster Youth Social Responsibility and Self-Awareness

Mr. Vasantharaj R¹, Dr. V. Santhi Siri²

¹Research Scholar, Department of Electronic Media & Mass Communication, Pondicherry University

²Associate Professor, Department of Electronic Media & Mass Communication, Pondicherry University

Abstract

Youth social responsibility and self-awareness is a significant issue today. This study investigates the impact of six custom-designed posters (five “YOU ARE LUCKY” and one “I AM LUCKY” mirror poster) on perceptions of youth about social responsibility, which were displayed in a mental health exhibition in Puducherry, India, organised by the Trust for Youth and Child Leadership (TYCL). The posters were visually designed using Gestalt design principles (figure-ground, proximity, similarity and pragnanz) as a design methodology to ensure that the messages were emotionally resonant and easy to process. The “I AM LUCKY” mirror poster was designed to encourage adolescents to consider their own situation in a positive light and to show empathy for the situation of others, guided by the theoretical framework of the study, Self-Awareness Theory. The survey results of 115 students indicate that the posters were well received and that the students reported feeling grateful, self-realised and more willing to act responsibly towards others as a result of the posters. The results of this study indicate that the traditional visual communication tools, if designed carefully, are still valuable in promoting the social responsibility of youth.

Keywords: Social Responsibility, Self-Awareness, Gestalt’s principles, Poster, Visual communication.

Introduction

In the present world, the supremacy of traditional media or legacy media is left unnoticed. However, these renowned forms of communication remain valid in the consequential power to redefine our perceptions, attitudes and behaviours. The interconnected relationship between a youth's mental well-being and their collective accountability to society has become undeniably clear.

The United Nations Sustainable Development Goal 3 (SDG-3) aims “to ensure healthy lives and promote well-being for all at all ages”(United Nations, 2015) among its targets. Target 3.4 clearly explains mental health, the reduction of premature mortality from non-communicable diseases and the promotion of mental well-being by 2030.

The current generation of youth is facing an unpredictable mental health crisis, like rising levels of anxiety, depression and stress. As stated by the WHO, 1 in 7 young minds face mental health disorders with suicidal thoughts, which denotes ranking third leading cause of death among the youth aged 15-29 years (World Health Organisation, 2024). Over and above that, the COVID-19 pandemic has aggravated prevailing mental health issues with emerging reports of loneliness, isolation and emotional distress

(Javed et al., 2020). The cascading effects of this crisis are the primary reason for the lack of social responsibility among the rising generation, which smooths the path for a sense of community, empathy and civic engagement (Wray-Lake et al., 2016). Social responsibility involves sturdy analysis for promoting positive values of social change, redressing environmental issues, and corroborate the well-being of individuals and communities. In the present day, adolescents are staying away from social and environmental issues and the responsibility to create positive change.

Within this interpretation, conventional methods of communication, such as posters, can play an indispensable role in creating awareness and promoting positive change. A poster is a visual communication medium that employs a mixture of pictures, words, and graphics to express a message or to advertise a cause. Posters have been used for centuries to advertise products, promote events, and raise awareness (Hansmann & Steimer, 2015).

Exhibitions provide a unique platform for introducing innovative methods, solutions and awareness campaigns to the public (Pattanshetti, 2022). They bring forth an eccentric space for people to get occupied with ideas, products and services, indulging a sense of community and alleviating fruitful synergy. They can be explicitly productive in creating awareness about health and social issues, as they bring forth a tangible and immersive experience that can evoke empathy, spark conversation, and motivate action (Piwko et al., 2021).

The TYCL is a bib-profit organisation committed to accrediting youth to become active citizens and leaders in society. The mission of TYCL is to promote youth development, education, and social responsibility, focusing on mental health, environmental sustainability and community interactions.

Through programs and activities, TYCL strives to stimulate youth towards actions, enabling positive outcomes with long-lasting impacts. The TYCL mental health exhibition, conducted in Puducherry from October 8-10-2024, ignited a special platform for students, researchers and proponents to exhibit innovative solutions to address social responsibility and create awareness about youth mental health. The exhibition attributed various characteristic of workshops presentations with interactive displays, along with the participation of students displaying their ingenious techniques and ideas to enhance the mental health of the youth.

As a research scholar. I was gratified to have my proposal approved by TYCL, which brought me a golden opportunity, permitted me to set up a stall to unveil my poster design in the exhibition. My poster design acknowledged the concept of “YOU ARE LUCKY” and aspired to create awareness for social responsibility amongst the youth with a collaboration of visually striking, eye-catching graphics, emotionally compelling imagery and motivational quotes.

This article examines the capability of posters and exhibitions to promote social responsibility, exploring the discourse of visual communication, and social transformation. There are some probabilities of prompting new techniques and strategies to stimulate desirable outcomes among youth.

Literature review:

Youth Mental Health: A Global Crisis

Youth mental health has turned into a significant problem around the globe surging levels of anxiety, depression and other mental health disorders. According to the World Health Organisation (2024), mental health disorders concerns to 1.1 billions across the worldwide burden of disease and injury among youth, scholastic burden, exposures to social networking sites, economic crisis, and ecological challenge are the key parameters towards such global issues. In India, young people construct a

substantial part of the population, and mental health issues are exaggerated by stigmatisation, lack of awareness and limited accessibility towards mental health services (Balamurugan et al., 2024). Redressing youth mental health is not only important for individual well-being but also feeds them with socially responsible behaviours that would assist towards the sustainability of society and the environment.

Gratitude And Prosocial Behaviour

Gratitude and helping behaviour have been acknowledged worldwide in psychological and behavioural research as major factors leading towards mental health among the young. The research has proven that gratitude emerges positive emotions, thickens social bonds, and enables perseverance against adverse psychological conditions like depression and anxiety (Algoe et al., 2008).

As a person has the attitude of gratitude, they experience a better response to the positive hopes in their lifetime and acquire the fulfilment of life satisfaction (Wood et al., 2010). In the same way, manipulating the helping tendency is assisted by evolved psychological benefits. Being occupied with self-sacrificing behaviour has been shown to inculcate a sense of purpose, social connectivity and emotional adjustment (Post S, 2005). For young ones, these behaviours function as protective factors against loneliness and stress, therefore cultivating emotional stability.

The attachment between gratitude, prosocial behaviour and mental satisfaction is interdependence. Studies show that gratitude elevates the attitude of helping tendency and the emotional outcomes of such activity (Algoe et al., 2008). This quality of grateful and helpful behaviour strengthens immense happiness and fulfilment, and brings down the threats of stress-related psychological disorders.

In the past few years, mental health complications among adolescents, specifically stress, anxiety and depression, have been climbed up gratitude and prosocial values nurturing intermediations have been found worth by slow down these disorders by implementing the optimistic approach and nourishing coping mechanisms (Seligman et al., 2005). Hence, the poster-based interventions that visually and psychologically fortify the grateful and helping tendencies may act as an innovative approach to promoting the well-being of youth.

Social Responsibility

Being socially responsible involves activities that are involved in the welfare of the generation and the earth. For adolescents, socially responsible behaviours can bring forth meaning and a sense of fulfilment. Mental health studies have shown that people who contribute themselves in socially helpful activities like volunteering or securing environmental conservation, undergo decreased level of anxiety, stress and depression (Piliavin & Siegl, 2007). These actions will emphasise the feeling of connectedness to others, bring down the suppressed feeling of isolation, and instil optimistic emotions such as empathy and gratitude.

For youths who manage identity formation and exploration, social responsibility can work as a significant device for constructing self-esteem and resilience. By involving themselves in their environment and self-efficacy, which are the prime factors for psychological well-being. In addition to this, socially responsible behaviours motivate ethical judgement and moral reasoning, leading youth to handle ecological and social issues (Wray-Lake et al., 2016).

Pro-Environmental Behaviour

Pro-environmental behaviour involves activities like causing the least damage to the planet and promoting sustainability. It covers energy reduction, water conservation, recycling and associating with environmentally friendly activities (Zawadzki et al., 2020). Pro-environmental behaviour occupies the youth by giving a positive impact on youth mental health through experiencing a sense of purpose and connection with nature.

Research has found that time spent in nature and contributing to environmental activities can downfall stress, improve mood and enhance overall well-being (Bratman et al., 2015). For youth who are more concerned about climate change and environmental degradation, following up to protect the earth can give a sense of hope and empowerment. By confronting environmental issues, youth can turn their fears into constructive activities, lowering the risk of helplessness and despair (Wray-Lake et al., 2016).

Visual Communication and Posters

Visual communication aids, like posters, have been broadly used to create awareness and behavioural change. Posters emphasise the integrated form of visual and textual components, transforming in a compact and poignant manner, studies that posters uphold the academic material and promote the upliftment in behavioural changes, specifically among youth (Dallyono & Sukyadi, 2019; Gobind & Ukpere, 2014). In whatever way, the potency of posters relies on their capability to bridge emotionally, reaching people. Most of the awareness campaigns that have gone down on this score end up with minimal impact.

Gestalt Theory In Visual Communication

Gestalt theory, with its point of departure in psychology, focuses on the human inclination to recognise the visual rudiments as a consolidated whole in preference to secluded components. The theory strengthens the design of visually allowing and emotionally reverberating communication devices, in accordance with the theories such as proximity, similarity, closure, continuity and figure-ground relationship (Moore & Fitz, 1993). By influencing these ideas, the posters can be designed with captivating attention and projecting principles in a fruitful manner and focusing an emotional attachment with the public. Gestalt theory has been extensively solicited in advertising, education and social campaigns, illustrating its capability to criticise behaviour and foster desirable change in society (Graham, 2008).

The Role of Education and Awareness

Proceeding to the positive note, to promote social responsibility among the younger generation, education and awareness are significant (Jaizul & Surya, 2025). In this regard, the pivotal role of schools, families and communities in educating the youth about the necessity of being socially responsible and providing them the right set of circumstances to do effective activities is highly commendable (Piliavin & Siegl, 2007). Integration of social responsibility in and out of the educational programs that fuse the principles into the curriculum is an effective way to prepare the young generation for learning the proper knowledge, skills and attitudes required for the constructive contribution to society.

Awareness initiatives like the “YOU ARE LUCKY” posters can also act as a catalyst in fostering social responsibility among the youth and enhancing mental well-being by utilising visually appealing and

emotionally reverberant communication devices. These awareness drives can ignite youth to make a good move and create a commendable impact in their communities and the environment (Tam et al., 2024).

Theoretical Framework

The theoretical foundation of the study lies in Visual Communication Theory, Self-awareness theory and Gestalt Principles. These perspectives give a full picture of how the visual design of the poster can affect youths' perception and awareness towards social responsibility. The Gestalt Principles are presented as a design framework that influences the design and organization of the posters, and the Visual Communication Theory explain the communication and cognitive processes in which viewers interpret and respond to the visual messages.

Visual Communication Theory

According to Visual Communication Theory, visual elements convey meaning by purposeful manipulation of images, colors, typography, symbols, and spatial arrangement. Visual elements are not just passive decorations, but they are active in how they are perceived, interpreted, and remembered by the audience. Good visual communication captures attention, clarifies complex concepts, elicits emotional reactions, and aids in message retention.

In the context of the current study, Visual Communication Theory is used to explain the relationship between the design of the poster and the interpretation of the message about social responsibility by youths. It offers a theoretical framework for the understanding of how well-designed visual materials can shape awareness, perception and engagement among youth.

Gestalt Principles as a Design Framework:

The Gestalt principles or laws of perception were standardised by Wertheimer in a treatise promulgated in 1920, and furthermore extended by Kurt Koffka and Wolfgang Kohler (Khamis et al., 2023). Adhering to this theory, it embellishes the mechanism of the brain and elucidation of visual information (Zhao & Pan, 2021). The proposal of Gestalt's principle is to fortify people's awareness of their experience of being in the world. Some of the principles were portrayed in the poster, such as figure-ground, proximity, similarity and pragnanz.

Figure-ground: spotlights the significance of contrast to generate an intelligible classification between the main message and background. **Proximity:** stands top by signifying a visual hierarchy through the grouping of related elements together. **Similarity:** shows that people have the capability to segregate elements based on their characteristics, such as colour or shape, even when the elements are physically part ways from each other. **Pragnatz:** If the parts of an object create a regular, simple, ordered alignment, they seem to be creating a group. Consolidating all these principles, one can produce effective and aesthetically satisfying designs when showing information (Akademik Birikim Dergisi et al., n.d.; Graham, 2008).

In view of the above-mentioned principles, posters (figures 1,2,3,4 and 5) were contrived.

Figure-ground: the red background with white font for the title "you are lucky" renders the accurate vision of the figure (title) and ground (background), highlights the title is legible. The colour contrast between the red background and white font intrigues visual attention towards the title. Comparably, the background is kept white, the text is black, and the keyword is highlighted in red font.

Proximity: Assigning the title image and relevant survey data in a sequence gives an eye-catching view of them correlated.

Similarity: Applying the same colour (Red) and font (Arial) illustrates the overlook of oneness and strengthens the message in the poster.

Pragnanz: The poster succinct the lucid, compact and systematic depictions in such a way the title in the centre “You are lucky” is apparently noticeable.

The design in the poster assures the relevant cluttering and enables the youth to immediately comprehend the connotation (gratitude and helping others) with no confusion. Shapes, colours, and text are aligned in a systematic and amicable way, enabling the spectators to comprehend the posters as cheerful and uplifting.

Overall, the posters (figures 1,2,3,4 and 5) design proficiently uses Gestalt principles to create a visually interested and productive design that intends the viewers eye and interprets the message clearly.



“All figures (1,2,3,4, and 5) of the images in this article developed with AI-assisted design tools and refined by the author for research visualization. The images do not depict real individuals or real events.”.

Self-Awareness Theory and the Mirror Role

Self-awareness theory, designed by Duval and Wickland (1972), emphasises that when individuals have

concern for themselves, they experience the process of evaluation where they analyse their contemporary behaviour on the basis of internal values and standards (Silvia et al., n.d.). This objective self-awareness can encourage young people to modify their behaviour to align with these values and standards or to address the conditions that lead them towards self-focus.

Mirrors have become an exemplary device for igniting this self-concerned attention, making individuals examine themselves in pursuit of the personal values and principles which move towards self-knowledge, self-regulation and self-evaluation (Froming et al., 1982; Morin, 2011; Scheier & Carver, 1977). Illustrations classify private self-awareness (magnified by mirrors) and public self-awareness (magnified by audiences), with mirrors making people more similarly to do with their own beliefs, despite going with the flow of societal expectations (Froming et al., 1982; Morin, 2011).

The mirror plays a vital role in reflecting youth education and awareness campaigns, like poster-based inventions designed as the sixth poster, “I AM LUCKY” (figure 6), a mirror poster, has been developed to examine the self-realisation in a sample count of youth functioning autonomously of upgraded Gestalt principles. The design of the mirror poster, emphasis to examine the psychological hypothesis that young individuals perceive themselves as “I AM LUCKY”, subsequently monitoring posters (figure 1, 2, 3, 4 and 5).

Poster accosting one’s own face insists the adolescents to reframe their perspective to adore their comparative advantage, inculcate gratitude and evolve social responsibility. Therefore, the mirror plays a vital role as a tangible item, moves beyond a physical object and becomes a psychological device for self-realisation and growth.



Figure6: Mirror (Poster6)
I am lucky” mirror poster help the self-realisation among youths from the “you are lucky” visual design posters

Integrated Theoretical Framework

The three perspectives complement each other to explain the overall study. Gestalt Principles are utilised to create effective posters. Visual Communication Theory provides an understanding of how those visual designs capture attention and convey meaning. Self-awareness theory elucidates an understanding of

how these messages are received by the youth and how they evaluate and interpret their own values and standards.

This integrated framework is coherent with the aims of the study, as it integrates design practice, visual perception and audience response in a coherent conceptual model. It also takes into account the difference in the editorial review process, acknowledging Gestalt Principles as a design principle and using communication and behavioural theories to explain the educational outcomes of the study.

1. Significance of the study:

This study investigates the potential of posters as a visual-communication tool to motivate young people to be socially responsible and how the self-awareness that the mirror poster evokes is related to gratitude and prosocial intentions among youth.

Objectives:

To study the impact of visual poster designs on youth social responsibility

To investigate the impact of the "You Are Lucky" posters on youth awareness of social issues.

To investigate, the "I AM LUCKY" mirror poster makes youth self-realisation in their lives compared to those of others.

To examine how posters influenced youth to take action on social responsibility.

Hypothesis:

1. H₀: There is no significant difference in the rating of the visual appeal of the stall between males and females.
H₁: There is a significant difference in the rating of the visual appeal of the stall between males and females.
2. H₀: The "You Are Lucky" posters will not significantly impact youth awareness of social issues.
H₁: The "You Are Lucky" posters will significantly impact youth awareness of social issues.
3. H₀: Visuals will not motivate youth to help others
H₁: Visuals will motivate youth to help others.
4. H₀: "I am lucky" mirror poster cannot help the self-realisation among youths from the "you are lucky" visual design posters
H₁: "I am lucky" mirror poster helps the self-realisation among youths from the "you are lucky" visual design posters.
5. H₀: A low percentage of youth feel more grateful for what they have after seeing the poster.
H₁: A high percentage of youth feel more grateful for what they have after seeing the poster.
6. H₀: A low percentage of youths feel more responsible for taking action on social issues after visiting the stall.
H₁: A high percentage of youths feel more responsible for taking action on social issues after visiting the stall

Research Question:

1. Is there any significant difference in the rating of the visual appeal of the stall between males and females?
2. To what extent do the "You Are Lucky" posters impact youth awareness of social issues?
3. To what extent do the posters motivate youth to consider helping others?

4. To what extent does the “I am lucky” mirror poster support self-realisation among youths, relative to the “you are lucky” visual design posters?
5. What percentage of youth feel more grateful for what they have after seeing the posters?
6. What percentage of youths feel more responsible for taking action on social issues after visiting the stall?
7. A male or female who feels more responsible for taking action on social issues after visiting the stall?
8. Which social action do youth like to take after seeing the stall?
9. Which poster has the most impact on youth?

Research Questions 1–4 are comparative or inferential, and tested with the statistical procedures reported in the Methodology, while Research Questions 5–9 are descriptive and report self-reported percentages and preferences within this sample. The results for both sets should be interpreted as preliminary and formative, rather than generalisable conclusions, due to the single-site design, convenience sample, and the small, researcher-produced set of posters.

Research methodology

The quantitative study by the research method youth aged between 15 to 29 years. The main posters depend on the Gestalt principle that fosters social responsibility among the young generations in an efficient manner. This adaptive measure includes five posters (figure 1, 2, 3, 4 and 5) headed as “YOU ARE LUCKY” addressing water, out-of-school, food, electricity, and homelessness social circulations, in addition to one mirror poster (figure 6) labelled “I AM LUCKY”. All the above-mentioned posters were exposed in a mental health exhibition conducted in Puducherry from October 8-10, 2024. According to the figure (1, 2, 3, 4, 5, and 6), the order in which participants saw the posters. After the data was collected through one primary method, a paper based survey tool with a consent form. The participant read the consent form carefully and signed it. The results presented below are therefore preliminary and exploratory, and should not be viewed as a definitive test of the effects of visual communication on youth social responsibility in general, as the study is based on a single exhibition, a convenience sample, and a limited number of researcher-made posters.

Data Analysis:

The survey included a total sample (Convenience Sampling) of 115 respondents. This data was transferred to Microsoft Excel and later analyzed using IBM SPSS (Statistical Package for the Social Sciences) v.27. The data was primarily analyzed with descriptive statistics, including means, frequencies, and percentages, as well as cumulative percentages, as presented in tables and bar charts. We also used chi-square, one-sample t-tests, crosstabs and binomial tests, assuming a p-value of 0.05 and a 95% confidence interval. These analyses aimed to compare the youth mental health and social responsibility scores between male and female respondents, using gender as the grouping variable and awareness score as the test variable. The study also examined socio-demographical variables, including gender, age, and profession, to determine differences in youth mental health and social responsibility awareness scores.

Results and Interpretation:

After examining tables 1, 2, and 3 (tables are given below), the Results obtained from socio-demographic variables show that Table 1 shows that more females have participated in the study, with a Percentage rate of 67.8% (78) females and 32.2% (37) male youths. This means females are more interested in filling out the survey data collection form through the print method. The second finding of the study (Table 2) is that out of 100%, 97.4% (112) of the youths are students, and 2.6% (3) are working youths. Regarding age (Table 3), between 15-19 years, 63.5% of youths, 20-24 years, 28.7%, and 25-29 years, 7.8% participated in this study. The above-discussed data is shown below in the table form:

Table 1: Gender with the frequency and percentage of the youth.

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	32.2	32.2	32.2
	Female	78	67.8	67.8	100.0
	Total	115	100.0	100.0	

Table 2: Professions with the frequency and percentage of the youth.

Profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students	112	97.4	97.4	97.4
	Working	3	2.6	2.6	100.0
	Total	115	100.0	100.0	

Table 3: Age with the frequency and percentage of the youth.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-19 Years	73	63.5	63.5	63.5
	20-24 Years	33	28.7	28.7	92.2
	25-29 Years	9	7.8	7.8	100.0
	Total	115	100.0	100.0	

Regarding the main analysis part of the study, the mean score of awareness is analysed regarding gender, age, and profession; the results are shown below regarding hypotheses and research questions, with tables and charts.

Research Question 1: Is there any significant difference in the rating of the visual appeal of the stall between males and females?

For the above research question, the hypotheses are:

H₀: There is no significant difference in the rating of the visual appeal of the stall between males and fe-

males.

H1: There is a significant difference in the rating of the visual appeal of the stall between males and females.

To test the hypothesis, we will use the Chi-Square test.

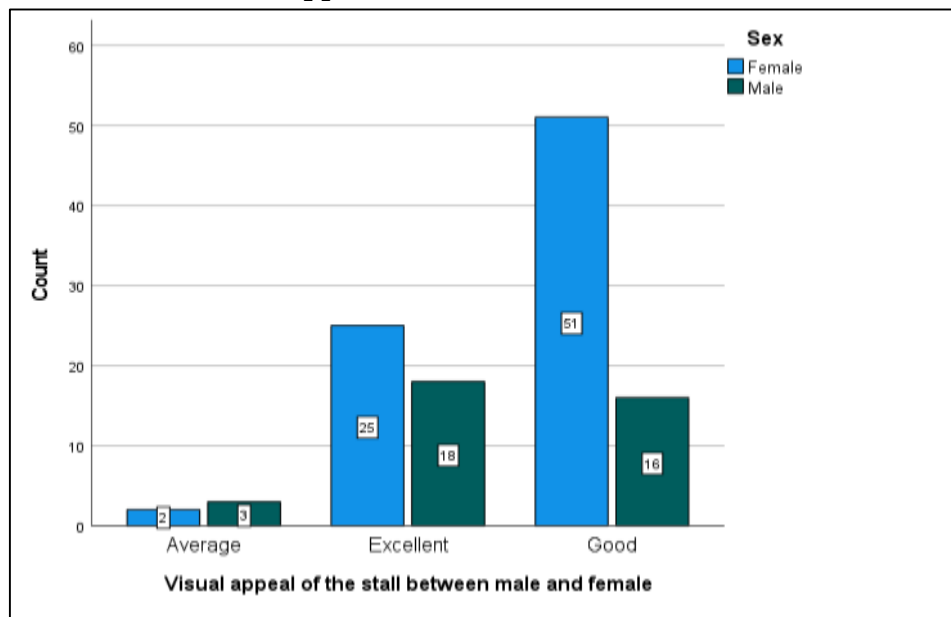
The Rating 5 scale: Bad, Below Average, Average, Good and Excellent

Most of the youths selected Average, Good, and Excellent. No one selected bad and below-average options.

Table 4: Gender Crosstabulation between Youth rating the visual appeal of the stall

Gender Crosstabulation					
		Average	Good	Excellent	Total
Sex	Male	3	16	18	37
	Female	2	51	25	78
Total		5	67	43	115

Chart 1: Visual appeal of the stall between males and females



From Table 4 & Chart 1, out of 115 youths, 3 males and 2 females chose (5) average, 16 males and 51 females chose (67) Good, 18 males and 25 females chose (43) Excellent. The analysis of the data and graphical representation above has used the Chi-square test.

Table 5: Chi-Square tests for the rating of the visual appeal of the stall between males and females

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.735 ^a	2	.057
Likelihood Ratio	5.624	2	.060
Linear-by-Linear Association	.986	1	.321

N of Valid Cases	115		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.61.			

After analysing Table 5, since the p-value of the test is 0.057, which is greater than 0.05 (p-value > 0.05), the null hypothesis cannot be rejected. Hence, there is no significant difference in the rating of the visual appeal of the stall between males and females.

Research Question 2: To what extent do the "You Are Lucky" posters impact youth awareness of social issues?

H0 (Null Hypothesis): The "You Are Lucky" posters will not significantly impact youth awareness of social issues.

H1 (Alternative Hypothesis): The "You Are Lucky" posters will significantly impact youth awareness of social issues.

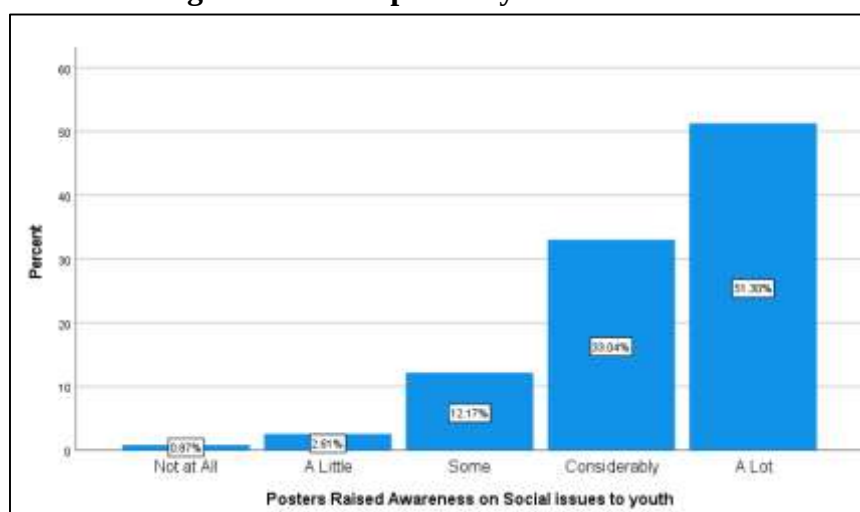
To test the hypothesis, we will use the one-sample t-test.

The Rating 5 scale: Not at All, A little, some, considerable and A lot

Table 6: Frequency Analysis for Poster Impact on youth awareness of social issues

Impact on youth awareness of social issues					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	1	.9	.9	.9
	A Little	3	2.6	2.6	3.5
	Some	14	12.2	12.2	15.7
	Considerably	38	33.0	33.0	48.7
	A Lot	59	51.3	51.3	100.0
	Total	115	100.0	100.0	

Chart 2: Percentage of Poster impact on youth awareness of social issues.



From Table 6 & Chart 2, out of 100% Not at all chose 0.87%, A Little chose 2.62%, some chose 12.17%, considerably chose 33.04% and A Lot chose 51.30%. So the analysis is that the majority of the youth felt a Lot.

Table 7: One-Sample Statistics mean value for Poster impact on youth awareness of social issues
T-Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Poster impact on youth awareness of social issues	115	4.31	.852	.079

Table 8: One-sample T-Test p-value for Poster impact on youth awareness of social issues

One-Sample Test						
Test Value = 0						
Poster impact on youth awareness of social issues	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	54.294	114	.000	4.313	4.16	4.47

After analysing Table 7, the Mean Value is 4.31, higher than the midpoint of 3 indicating's a positive impact. the standard deviation of 0.852 indicates moderate consistency in respondent perception. In Table 8, the p-value of the test is 0.000, which is less than 0.05 (p-value < 0.05), so the null hypothesis is rejected. Hence, the "You Are Lucky" posters will significantly impact youth awareness of social issues.

Research Question 3: Can visuals motivate youth to help others?

H0: Visuals will not motivate youth to help others

H1: Visuals will motivate youth to help others.

To test the hypothesis, we will use the one-sample t-test.

The Rating 5 scale: Not at All, A little, some, considerable and A lot

Table 9: Frequency analysis for visuals motivates youth to help others

Frequency Analysis					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Little	1	.9	.9	.9
	Some	17	14.8	14.8	15.7
	Considerably	31	27.0	27.0	42.6
	A Lot	66	57.4	57.4	100.0
	Total	115	100.0	100.0	

Chart 3: Percentage graph for visuals motivates youth to help others

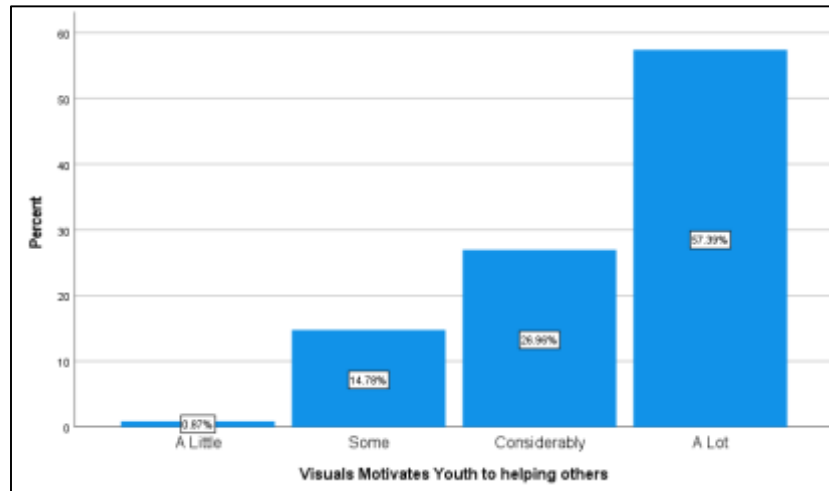


Table 9 and chart 3 clearly show that out of 100%, 57.39% youth chose A Lot, 26.96% chose considerably, 14.78% chose some, .87% youth chose A Little, and no one chose Not at all. So the analysis is that the majority of the youth felt a Lot.

Table 10: One-Sample Statistics for visuals motivates youth to help others
T-Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Visuals Motivate youth to help others	115	4.41	.771	.072

Table 11: One-Sample Test for visuals motivates youth to help others

After	One-Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	Visuals Motivate youth to help others	61.30	114	.001	4.409	4.27 4.55

analysing Table 10, the Mean Value is 4.41, higher than the midpoint of 3, indicating a positive impact. The standard deviation of 0.771 indicates moderate consistency in respondent perception. In Table 11, since the p-value of the test is 0.001, which is less than 0.05 (p-value < 0.05), the null hypothesis is rejected. Hence, visuals will motivate youth to help others.

Research Question 4: Can the “I am lucky” mirror poster help the self-realisation among youths from the “you are lucky” visual design posters?

H0: “I am lucky” mirror poster cannot help the self-realisation among youths from the “you are lucky” visual design posters

H1: “I am lucky” mirror poster helps the self-realisation among youths from the “you are lucky” visual design posters.

To test the hypothesis, we will use the one-sample t-test.

The Rating 5 scale: Not at All, A little, some, considerable and A lot

Table 12: Frequency Analysis for the mirror poster helps the self-realisation among youths from the “you are lucky” visual posters

Frequency Analysis					
		Frequency	Percent	Valid Percent	Cumulative Percent
Score	Not at All	6	5.2	5.2	5.2
	A Little	8	7.0	7.0	12.2
	Some	10	8.7	8.7	20.9
	Considerably	27	23.5	23.5	44.3
	A Lot	64	55.7	55.7	100.0
	Total	115	100.0	100.0	

Chart 4: Graph for the mirror poster helps the self-realisation among youths from the “you are lucky” visual posters

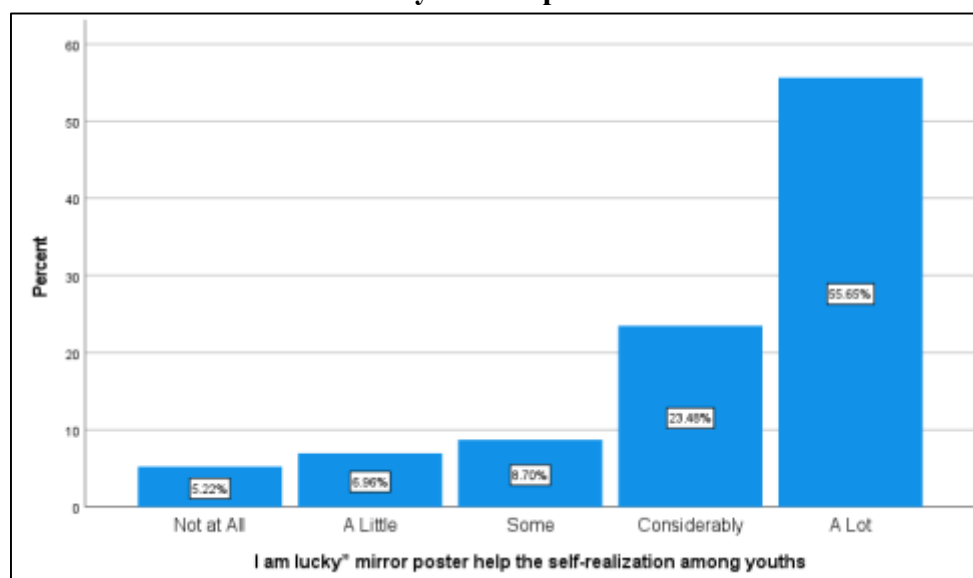


Table 12 and chart 4 clearly show that out of 100%, 55.65% chose A lot, 23.48% chose considerably, 8.70% chose some, 6.96% chose A Little, and 5.22% chose not at all. So the analysis is that the majority of the youth felt a Lot.

Table 13: one-sample statistics for the mirror poster help the self-realisation among youths from the “you are lucky” visual posters

T-Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
I Am Lucky mirror Poster helps-realisation among youths from the You are lucky visual posters	115	4.17	1.172	.109

Table 14: One-sample test for the mirror poster helps the self-realisation among youths from the “you are lucky” visual posters

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	(2-Mean Difference)	95% Confidence Interval of the Difference	
					Lower	Upper
I Am Lucky mirror Poster helps-realisation among youths from the You are lucky visual posters	38.199	114	.000	4.174	3.96	4.39

After analysing Table 13, the Mean Value is 4.41, higher than the midpoint of 3, indicating a positive impact. the standard deviation of 1.172 indicates moderate consistency in respondent perception. In Table 14, since the p-value of the test is 0.000, which is less than 0.05 ($p\text{-value} < 0.05$), the null hypothesis is rejected. Hence, I am lucky that the” mirror poster helps the self-realisation among youths from the “you are lucky” visual design posters.

Research Question 5: What percentage of youth feel more grateful for what they have after seeing the posters?

H_0 : A low percentage of youth feel more grateful for what they have after seeing the poster.

H_1 : A high percentage of youth feel more grateful for what they have after seeing the poster.

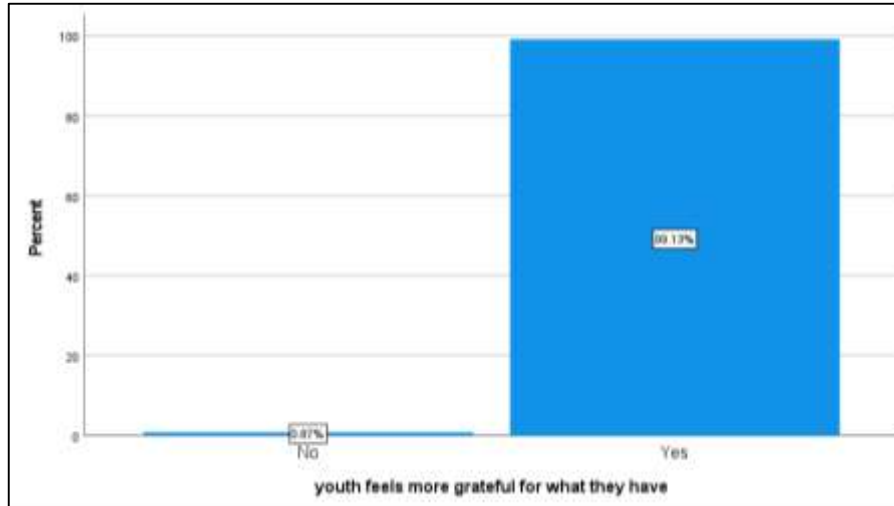
To test the hypothesis, use the Binomial Test and a Yes or No rating scale.

Table 15: Binomial test for youth feel more grateful for what they have after seeing the posters

Binomial Test						
	Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)	
feel more grateful for	Group 1	Yes	114	.99	.50	<.001
what you have after	Group 2	No	1	.01		

seeing the posters	Total		115	1.00		
--------------------	-------	--	-----	------	--	--

Chart 5: Percentage of youth feel more grateful for what they have after seeing the posters



After analysing Chart 5, which clearly shows that most youths chose yes, and Table 15, since the p-value of the test is 0.001, which is less than 0.05 ($p\text{-value} < 0.05$), the null hypothesis is rejected. Hence, A high percentage of youth feel more grateful for what they have after seeing the poster.

Research Question 6: What percentage of youths feel more responsible for taking action on social issues after visiting the stall?

H_0 : A low percentage of youths feel more responsible for taking action on social issues after visiting the stall.

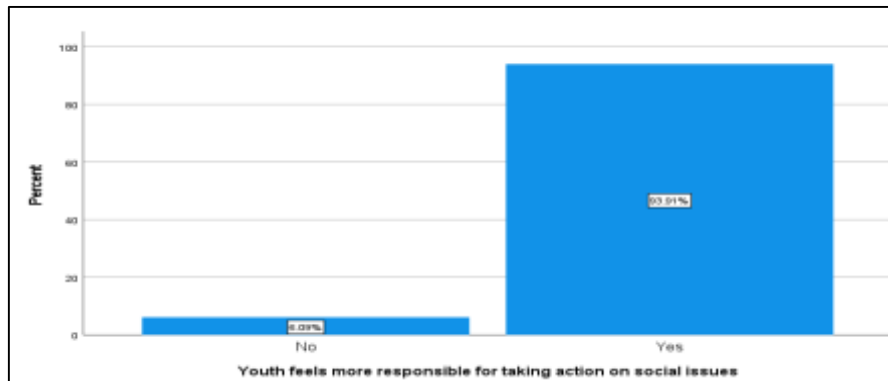
H_1 : A high percentage of youths feel more responsible for taking action on social issues after visiting the stall

To test the hypothesis using the Binomial Test and a rating scale, Yes or No

Table 16: Binomial test for youths feel more responsible for taking action on social issues after visiting the stall

Binomial Test						
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
feel more responsible	Group 1	Yes	108	.94	.50	<.001
	Group 2	No	7	.06		
	Total		115	1.00		

Chart 6: Percentage of youths feel more responsible for taking action on social issues after visiting the stall



After analysing Chart 6, which clearly shows that the majority of the youth chose yes, and Table 16, since the p-value of the test is 0.001, which is less than 0.05 ($p\text{-value} < 0.05$), the null hypothesis is rejected. Hence, a high percentage of youths feel more responsible for taking action on social issues after visiting the stall.

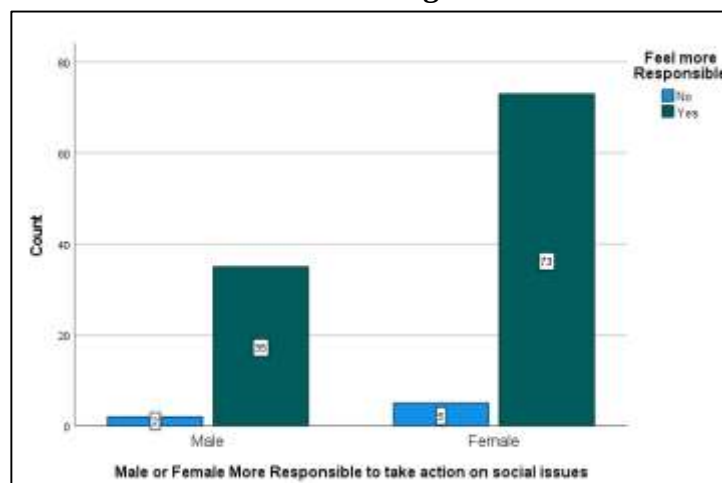
Research Question 7: A Males or females who feel more responsible for taking action on social issues after visiting the stall?

For the above research question, the results of SPSS are shown below:

Table 17: Males or females who feel more responsible for taking action on social issues after visiting the stall

Crosstabulation				
Count				
		Feel more responsible		Total
		No	Yes	
Sex	Male	2	35	37
	Female	5	73	78
Total		7	108	115

Chart 7: Percentage of males or females who feel more responsible for taking action on social issues after visiting the stall.



After analysing Table 17 and Chart 7, 115 young people participated. 2 males and 5 females chose NO. Compared to males (35), females (73) chose YES, so the analysis is that compared to males, females feel more responsible for taking action on social issues after visiting the stall.

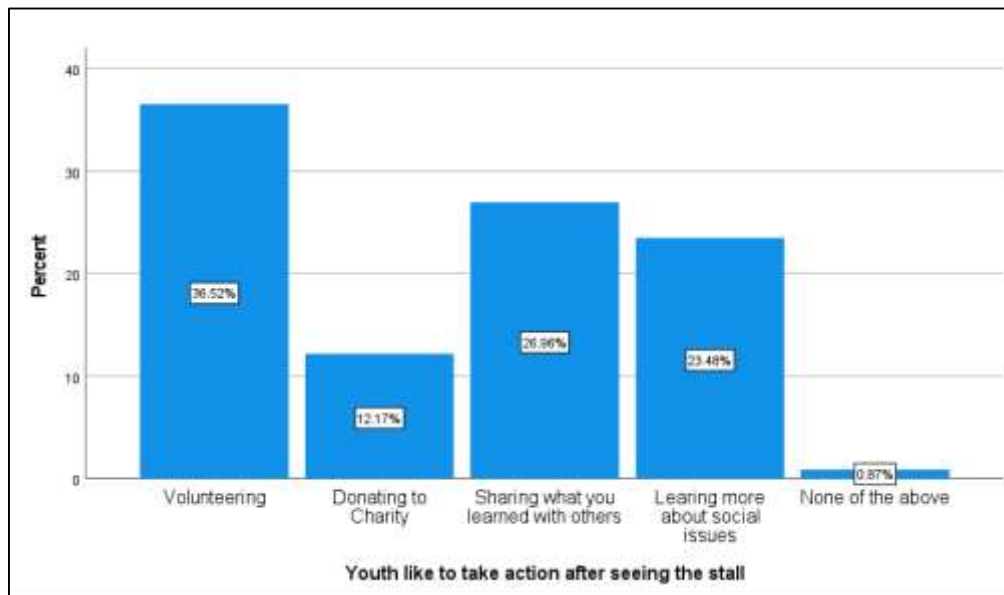
Research Question 8: Which social action do youth take after seeing the stall?

For the above research question, the results of SPSS are shown below:

Table 18: Frequency Analysis for Which social action do youth take after seeing the stall

Youth like to take action on social issues					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Volunteering	42	36.5	36.5	36.5
	Donating to Charity	14	12.2	12.2	48.7
	Sharing what you learned with others	31	27.0	27.0	75.7
	Learning more about social issues	27	23.5	23.5	99.1
	None of the above	1	.9	.9	100.0
	Total	115	100.0	100.0	

Chart 8: Frequency Analysis for Which social action do youth take after seeing the stall



After analysing Table 18 and Chart 8, out of 100%, 35.52% Volunteering, 12.17% Donating to Charity, 26.96% Sharing what you learned with others, 23.48% Learning more about social issues, and .87 chose none of the above. So, the analysis is that the majority of the youth felt an action of volunteering for social activities.

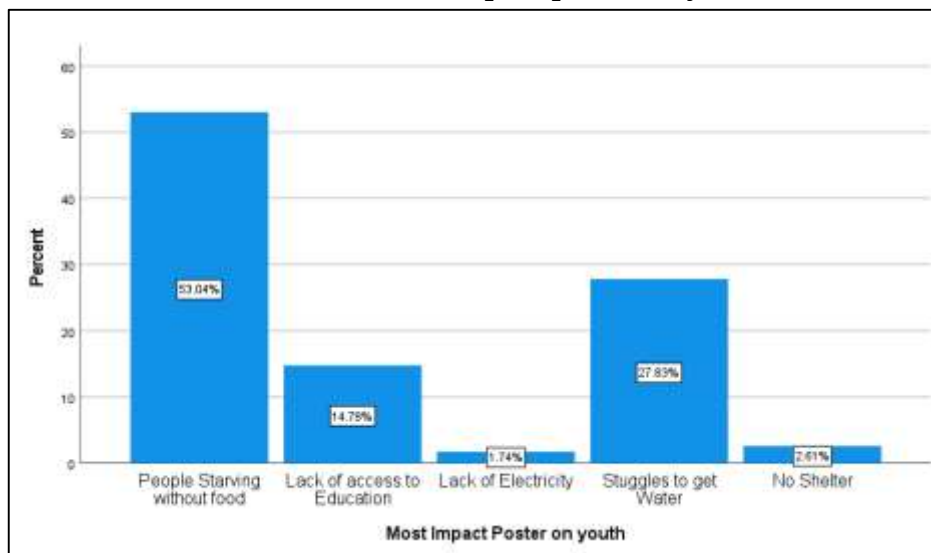
Research Question 9: Which poster has the most impact on youth?

For the above research question, the results of SPSS are shown below:

Table 19: Frequency Analysis for the Most Impact poster on youth

Most Impact Poster on youth		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	People starving without food	61	53.0	53.0	53.0
	Lack of access to Education	17	14.8	14.8	67.8
	Lack of Electricity	2	1.7	1.7	69.6
	Struggles to get Water	32	27.8	27.8	97.4
	No Shelter	3	2.6	2.6	100.0
	Total	115	100.0	100.0	

Chart 9: The Most Impact poster on youth



After analysing Table 19 and Chart 9, out of 100%, 53.04% People are starving without food, 14.78% Lack access to education, 1.74% Lack of Electricity, 27.83% struggle to get water, and 2.61% chose No Shelter. So, the analysis clearly shows that poster 2(people starving without food) has the most impact on youth.

Conclusion

The present study investigated the effectiveness of creatively designed legacy media posters in promoting youth social responsibility and self-awareness in the context of mental health exhibition in Puducherry. The results showed that the poster-based intervention was effective in meeting the study's goals, highlighting the power of visual communication to impact the awareness, attitudes, and behavioural intentions of youth. The overall findings indicate that traditional posters, when designed and communicated with the proper educational and social awareness campaign principles, are still a useful medium.

The results showed that the posters helped the participants think about the important social issues and increased their commitment to making a positive contribution to society. The majority of the

respondents said that the exhibition had an impact on their attitudes and made them feel more responsible to take action.

Hunger, poverty, lack of education, homelessness, safe drinking water and electricity were all issues that participants were aware of at a high level. The statistically significant findings show that emotionally engaging visual messages are effective in communicating complex social problems and fostering empathy towards disadvantaged communities.

The study showed that the mirror poster was effective in helping participants to identify their own privileges compared to others. This innovative visual approach, based on Self-Awareness Theory, reinforced the sense of gratitude and self-reflection, thus making the communication process more personal and meaningful.

The study's outcomes regarding the respondents who were willing to engage in socially responsible activities, especially volunteering, raising awareness among others indicate that the posters not only raised awareness but also led to positive behavioural intentions, highlighting the potential of poster interventions in educational contexts.

Finally, the use of Gestalt Principles, Visual Communication Theory and Self-Awareness Theory proved to be an effective framework for the design of impactful awareness campaigns. Despite the limitations of the study, which included a convenience sample, a single-site setting, and self-reported data, it offers valuable evidence that well-designed legacy media posters can raise awareness among youth, gratitude, self-awareness, and social responsibility.

Limitations and recommendations

Limitations:

However, the research proffered precious enlightenment; there were several inhibitions

Sample Size: The research was done at only one exhibition, and it was not possible to consider the results of the whole young generation.

Short-Term Impact: the research only recorded the on the spot responses of the public, and it is unknown about the endurance of the impacts of mental health awareness and pro-environmental behaviour.

Self-Reporting Bias: the need for the data obtained from self-reported questionnaires might have affected the research, as the respondents have been liable to give socially desirable answers.

Recommendations:

To construct on the results of this research, future studies could end in:

Conduct Longitudinal Studies: following up the effects of Gestalt based poster designs emphasises on mental health awareness & youth behaviour over a longer period.

Expand the Sample Size: Incorporate broader and more diversified respondents to affirm the study results globally.

Explore Digital Platforms: utilising the Gestalt principles, I use digital and social media drives to probe the maximum perception of the public.

Design Iterations: rectify and explore the several iterations of the posters to figure out the most effective design components in promoting long-term behavioural changes.

Collaborations: The contribution of schools, NGOs, and government agencies could exaggerate the outcome of such campaigns.

Acknowledgment

We thank to TYCL (Trust for Youth and Child Leadership) NGO for his invaluable time and opportunity to exhibit my posters.

Data Availability Statement

Data available on request due to privacy/ethical restrictions

AI-Generated Figures Disclosure

All visual figures(1,2,3,4, and 5) included in this manuscript are conceptual illustrations generated using artificial intelligence-based design tools. These images were created solely for illustrative and academic purposes to visually represent themes related to youth mental health and social responsibility. The images do not depict real individuals, real children, or real-life events.

The author takes full responsibility for the content, design, and contextual use of these AI-generated visuals. The images are not presented as empirical data, documentary evidence, or real-world case documentation.

Reference:

1. Akademik Birikim Dergisi, U., YAMAN Makale Başvuru Tarihi, H., Yaman, Ş., & Kuramı, G. (n.d.). *The Effect of Gestalt Theory on Emblem and Logo Design* *. <https://orcid.org/0000-0003-1586-8294>
2. Algoe, S. B., Haidt, J., & Gable, S. L. (2008). Beyond Reciprocity: Gratitude and Relationships in Everyday Life. *Emotion*, 8(3), 425–429. <https://doi.org/10.1037/1528-3542.8.3.425>
3. Balamurugan, G., Sevak, S., Gurung, K., & Vijayarani, M. (2024). Mental Health Issues Among School Children and Adolescents in India: A Systematic Review. *Cureus*. <https://doi.org/10.7759/cureus.61035>
4. Bratman, G. N., Daily, G. C., Levy, B. J., & Gross, J. J. (2015). The benefits of nature experience: Improved affect and cognition. *Landscape and Urban Planning*, 138, 41–50. <https://doi.org/10.1016/j.landurbplan.2015.02.005>
5. Cabral-Miranda, W., Solé, D., Wandalsen, G. F., Urrutia-Pereira, M., Corrêa, M. de P., Silveira, C. M., Constantino, C. F., de Albuquerque, M. P., Waksman, R. D., de Araujo, E. da M. P. A., Parschalk, G., Filho, L. V. R. F. da S., Lapchik, M., Mallet, A., Sato, H. K., Fernandes, F. R., Setúbal, J. L. E., & Nobre, C. A. (2025). Under Fire: A Brazilian Perspective on Climate Change and Child Health. In *Sustainability (Switzerland)* (Vol. 17, Issue 10). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/su17104482>
6. Dallyono, R., & Sukyadi, D. (2019). An analysis of multimodal resources in environmental protection posters. *Indonesian Journal of Applied Linguistics*, 9(2), 472–479. <https://doi.org/10.17509/ijal.v9i2.20245>
7. Froming, W. J., Walker, G. R., & Lopyan, K. J. (1982). Public and private self-awareness: When personal attitudes conflict with societal expectations. *Journal of Experimental Social Psychology*, 18(5), 476–487. [https://doi.org/10.1016/0022-1031\(82\)90067-1](https://doi.org/10.1016/0022-1031(82)90067-1)
8. Gobind, J., & Ukpere, W. I. (2014). The use of posters in disseminating HIV/AIDS awareness information within higher education institutions. *Mediterranean Journal of Social Sciences*, 5(20), 739–747. <https://doi.org/10.5901/mjss.2014.v5n20p739>
9. Graham, L. (2008). *Gestalt Theory in Interactive Media Design* (Vol. 2, Issue 1).

10. Hansmann, R., & Steimer, N. (2015). Linking an integrative behavior model to elements of environmental campaigns: An analysis of face-to-face communication and posters Against littering. *Sustainability (Switzerland)*, 7(6), 6937–6956. <https://doi.org/10.3390/su7066937>
11. Jaizul, A., & Surya, D. (2025). *International Journal of Business, Economics and Social Development The Role of Education in Increasing Social Awareness and Community Participation: A Case Study in Teluk Bintuni, West Papua*. 6(1), 93–98.
12. Javed, B., Sarwer, A., Soto, E. B., & Mashwani, Z. ur R. (2020). The coronavirus (COVID-19) pandemic's impact on mental health. *International Journal of Health Planning and Management*, 35(5), 993–996. <https://doi.org/10.1002/hpm.3008>
13. Khamis, M. H., Azni, Z. M., Abd Aziz, S. H., & Aminordin, A. (2023). The Integration of Gestalt Theory to The Graphic Design. *International Journal of Academic Research in Business and Social Sciences*, 13(6). <https://doi.org/10.6007/ijarbss/v13-i6/15449>
14. Moore, P., & Fitz, C. (1993). Gestalt Theory and Instructional Design. *Journal of Technical Writing and Communication*, 23(2), 137–157. <https://doi.org/10.2190/G748-BY68-L83T-X02J>
15. Morin, A. (2011). Self-awareness part 1: Definition, measures, effects, functions, and antecedents. *Social and Personality Psychology Compass*, 5(10), 807–823. <https://doi.org/10.1111/j.1751-9004.2011.00387.x>
16. Pattanshetti, V. M. (2022). Health Science Exhibition as a Tool for Health Awareness among Schoolchildren and the General Public. *Journal of the Scientific Society*, 49(3), 219–220. https://doi.org/10.4103/jss.jss_285_22
17. Petty, R. E., & Cacioppo, J. T. (1986). *The Elaboration Likelihood Model of Persuasion*. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 19, pp. 123–205). Academic Press. [https://doi.org/10.1016/S0065-2601\(08\)60214-2](https://doi.org/10.1016/S0065-2601(08)60214-2)
18. Piliavin, J. A., & Siegl, E. (2007). Health Benefits of Volunteering in the Wisconsin Longitudinal Study*. In *Journal of Health and Social Behavior* (Vol. 48).
19. Piwko, P., Orlandi, A., Folzenlogen, R., Szto, P., Yocca, C., Terrill, R., & Yanos, P. T. (2021). Exhibitions about mental health—a platform for repairing perceptions and developing literacy. *Museums and Social Issues*, 15(1–2), 113–129. <https://doi.org/10.1080/15596893.2022.2105494>
20. Post S. (2005). Altruism, happiness, and health: it's good to be good. . . *International Journal of Behavioral Medicine*, 12, 66–77.
21. Scheier, M. F., & Carver, C. S. (1977). Self-focused attention and the experience of emotion: Attraction, repulsion, elation, and depression. *Journal of Personality and Social Psychology*, 35(9), 625–636. <https://doi.org/10.1037/0022-3514.35.9.625>
22. Seligman, Martin E. P, Steen, Tracy A, Park, Nansook, Peterson, & Christopher Less. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60(5), 410–421.
23. Silvia, P. J., Duval Silvia, S. T., & Duval, &. (n.d.). OBJECTIVE SELF-AWARENESS THEORY: RECENT PROGRESS AND ENDURING PROBLEMS. In *Personality and Social Psychology Review* (Vol. 5). <http://psr.sagepub.com/>
24. Tam, M. T., Wu, J. M., Zhang, C. C., Pawliuk, C., & Robillard, J. M. (2024). A Systematic Review of the Impacts of Media Mental Health Awareness Campaigns on Young People. In *Health Promotion Practice* (Vol. 25, Issue 5, pp. 907–920). SAGE Publications Inc. <https://doi.org/10.1177/15248399241232646>
25. United Nations. (2015). *Sustainable Development Goals: Transforming our world*.

26. Wood, A. M., Froh, J. J., & Geraghty, A. W. A. (2010). Gratitude and well-being: A review and theoretical integration. In *Clinical Psychology Review* (Vol. 30, Issue 7, pp. 890–905). <https://doi.org/10.1016/j.cpr.2010.03.005>
27. World Health Organisation. (2024). *Mental health of adolescents*. <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>.
28. Wray-Lake, L., Syvertsen, A. K., & Flanagan, C. A. (2016). Developmental change in social responsibility during adolescence: An ecological perspective. *Developmental Psychology*, 52(1), 130–142. <https://doi.org/10.1037/dev0000067>
29. Zawadzki, S. J., Steg, L., & Bouman, T. (2020). Meta-analytic evidence for a robust and positive association between individuals' pro-environmental behaviors and their subjective wellbeing. In *Environmental Research Letters* (Vol. 15, Issue 12). IOP Publishing Ltd. <https://doi.org/10.1088/1748-9326/abc4ae>
30. Zhao, D., & Pan, B. (2021). Psychological Cognition and Thinking Needs in Visual Communication Design. *E3S Web of Conferences*, 236. <https://doi.org/10.1051/e3sconf/202123605070>
31. World Health Organisation. (2024). *Mental health of adolescents*. <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>.
32. United Nations. (2015). *Sustainable Development Goals: Transforming our world*. <https://sdgs.un.org/goals>
33. World Health Organization. (2019, June 18). *1 in 3 people globally do not have access to safe drinking water – UNICEF, WHO*. <https://www.who.int/news/item/18-06-2019-1-in-3-people-globally-do-not-have-access-to-safe-drinking-water-unicef-who>
34. World Health Organization. (2024, July 24). *Hunger numbers stubbornly high for three consecutive years as global crises deepen: UN report*. <https://www.who.int/news/item/24-07-2024-hunger-numbers-stubbornly-high-for-three-consecutive-years-as-global-crises-deepen--un-report>
35. World Health Organization. (2024, June 12). *Progress on basic energy access reverses for first time in a decade*. <https://www.who.int/news/item/12-06-2024-progress-on-basic-energy-access-reverses-for-first-time-in-a-decade>
36. Press Information Bureau. (2021, December 21). *House for homeless: As per information provided by Ministry of Housing and Urban Affairs, as per Census 2011 the number of houseless people in India was 17,73,040. Government of India*. <https://www.pib.gov.in/PressReleaseIframePage.aspx?PRID=1783924®=3&lang=2>
37. United Nations Educational, Scientific and Cultural Organization. (2023, September 19). *250 million children out-of-school: What you need to know about UNESCO's latest education data*. <https://www.unesco.org/en/articles/250-million-children-out-school-what-you-need-know-about-unescos-latest-education-data>