A Study On The Effectiveness Of An Initiative Implemented To Develop Advertisement-Writing Skills In The Marathi Subject Among Ninth-Grade Students

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Received:Oct 09, 2026 Accepted:Nov 06, 2026 Published:Nov 16, 2026

Introduction

During the course of education, it becomes strikingly evident that the subject of Marathi is often perceived merely as the study of literature. However, the scope of the Marathi language is far broader; it encompasses various writing skills that extend well beyond the study of short stories, novels, plays, poetry, and grammar.

Students in the humanities, even after obtaining higher academic degrees, often face high rates of unemployment. This is because a degree alone does not guarantee job availability; specific professional skills are also required. In other words, education needs to be imparted with a professional perspective. There are numerous opportunities available for students of the Marathi language, provided they possess the specific skills required to access them.

Individuals who possess these skills hold a significant position within the mass media sector. Consequently, the development of such linguistic skills can open up substantial employment opportunities in the media industry. However, these skills are currently taught using traditional methods. The researcher felt the need to explore whether implementing various initiatives could foster the necessary improvements in students' writing skills—a motivation that led to the undertaking of this research.

Mass media plays a vital role in society. Newspapers, radio, and television are effective channels for reaching the general public. Radio stations comprise departments such as station management, program production, technical operations, advertising, and broadcasting. Similarly, newspapers include editorial, production, and distribution departments, while television involves production, editing, and advertising departments. Furthermore, writing for periodicals represents another significant and noteworthy field. Periodicals are now being published even at the district and taluka

levels. These publications feature a wide variety of content, including news editing, reportage, editorials, feature articles, discussions, and pieces that give voice to socially significant issues. New professional requirements are emerging in this field, such as the creation of feature articles, profiles, and press releases; the drafting of advertising copy; the editing of house journals; content writing; and the preparation of print-ready copy, which includes proofreading.

In radio and television, speaking and writing are essential linguistic skills for communicating with the general public. These skills are integral to activities such as group discussions, televised conversations, public speaking, anchoring/hosting, and event management.

Within the realm of linguistic skills, writing encompasses the creation of advertising copy for various media platforms. Advertising serves as a bridge between the general public and the business world. Its primary objective is to inform people about a product and its features, cultivate a desire for it, and ultimately motivate them to make a purchase. Advertisements for items like cars, scooters, washing machines, or kitchen mixers often subtly foster an interest in these products among those who see or read them. Advertising is an effective medium that brings sellers and consumers together.

Objectives

To assess the advertising-writing skills of students, implement initiatives for their development, and evaluate the effectiveness of these interventions.

Research Methodology

"The process of employing scientific methods to acquire knowledge is known as research." Since this research aims to study the effectiveness of a writing improvement program, an experimental method has been employed. The experimental research method is considered the ideal approach for research; it relies on drawing conclusions through the actual conduct of experiments. This method is based on the principles of John Stuart Mill. Being entirely scientific, it is the most frequently used method in educational research. Because conclusions are derived from experiments, they possess a high degree of reliability. A key feature of this method is that the conclusions drawn can be verified through repeated experimentation. In this study, the experimental research method was adopted. After carefully considering the optimal design—taking into account factors such as the control of variables, the formation of groups,

experimental materials, the procedure, the duration, and measurement techniques—a 'single-group design' (a type of functional experimental design) was selected.

Population, Sampling, and Sample

In research, the entire group of individuals or objects about which conclusions are to be drawn is called the 'population.' For this study, the population consists of 9th-grade students from Venkatesh Vidyalaya, Gategaon and Nehru Vidyalaya, Chincholi, in Latur Taluka.

Sample in Research

The subset selected for the purpose of research is known as the 'sample.' A sample represents the population and embodies the characteristics of the entire population; consequently, the conclusions drawn from it can be generalized to the entire population. In this research, the researcher employed a random cluster sampling method. For the purpose of this study, two schools in Latur taluka and 40 students from those schools were selected using a probability-based random sampling technique.

Tools for Data Collection

In this research, the researcher implemented an intervention aimed at developing 'advertisement writing' skills in the mother tongue (Marathi) at the secondary school level. To evaluate the outcomes of this intervention, an achievement test was administered to the students. In designing this test, the researcher took into account the specific objectives, sub-components, and types of questions. The validity and reliability of the test were also verified.

Statistical Techniques for Data Analysis

Data, as initially collected, exists in a 'raw' form. To transform this raw data into meaningful and useful information, various statistical tools and techniques must be applied. For the purpose of interpreting the collected data, the researcher utilized percentages, averages (means), medians, modes, standard deviations, correlation coefficients, and the 't'-test.

Data Collection and Interpretation

To arrive at research conclusions, the researcher gathered various types of data. The quality of the research is contingent upon the data collected. The researcher consolidated the gathered information and presented it in an appropriate format. The table below displays the scores obtained by a total of 40 students in the pre-test.

Table No. 1: Scores Obtained in Pre-test and Post-test

Sr. No.	Pre-test Scores (out of 25)	Post-test Scores (out of 25)	Sr. No.	Pre-test Scores (out of 25)	Post-test Scores (out of 25)
1	09	21	21	09	17
2	08	19	22	10	19
3	09	19	23	08	16
4	10	16	24	09	18
5	12	18	25	09	20
6	15	18	26	10	18
7	10	18	27	12	17
8	08	21	28	08	18
9	13	21	29	10	21
10	12	21	30	15	21
11	08	19	31	11	20
12	09	22	32	08	21
13	08	17	33	08	20
14	06	16	34	14	23
15	10	18	35	13	24
16	10	25	36	08	19
17	14	25	37	09	20
18	10	24	38	10	18
19	09	19	39	11	21
20	08	18	40	10	22
			Total	400	786

A pre-test was conducted to identify the difficulties students face when writing advertisements in the Marathi language. The scores obtained revealed that students encountered several challenges in this task. Furthermore, the students' foundational knowledge regarding advertisement writing was found to be insufficient. Although their errors were minor, they had a significant impact on the students' pre-test scores. The students' performance in the pre-test was observed to be unsatisfactory. This score analysis was performed using statistical measures—specifically, the mean and standard deviation. The mean was calculated to be 9.87, and the standard deviation was 2.93.

Table No. 2: Application of Mean and Standard Deviation in Statistics is as follows: Pre-Test

Class Interval	Frequency (F)	Class Midpoint (m)	F x m	d	d^2	Fd^2	fd
15–19	02	17	34	2	4	8	4
10–14	19	12	228	1	1	19	19
05–09	19	07	133	0	0	0	0
00–04	00	02	00	-1	1	0	0
	N = 40		Σ = 395			$\Sigma Fd^2 = 27$	Σ fd = 23

$$m = \frac{\Sigma Fxm}{N}$$

$$m = \frac{395}{40}$$

$$m = 9.87$$

$$S.D = I \sqrt{\frac{\Sigma Fd2}{N} - \left(\frac{\Sigma Fd2}{N}\right)}$$

$$S.D = 5 \sqrt{\frac{27}{40} - \left(\frac{23}{40}\right)}$$

$$S.D = 5 \sqrt{0.675 - (0.575)^2}$$

$$S.D. = 2.93$$

A pre-test was conducted and evaluated to identify the difficulties students faced while writing advertisements in the Marathi subject. Subsequently, remedial teaching was provided using various methods to address the errors they had made. This included four school periods dedicated to teaching students about writing dialogues. Following this, a final test was conducted in the fifth period, and the results were evaluated. The mean score from this final test was 19.5—a figure significantly higher than the mean score of the pre-test. This indicates that the instruction provided had a positive impact on the final test scores. The calculated standard deviation was 2.73.

Table No. 3: Use of Mean and Standard Deviation in Statistics

Post-Test

Class Interval	Frequency (F)	Midpoint (m)	F x m	d	d^2	Fd^2	fd
25-29	01	27	27	3	9	9	3
20-24	18	22	396	2	4	72	36
15-19	21	17	357	1	1	21	21
10-14	00	12	00	00	00	00	00
05-09	00	07	00	00	00	00	00
00-04	00	02	00	00	00	00	00
	N= 40		Σ=780			ΣFd^2=102	Σ fd=60

$$m = \frac{\Sigma Fxm}{N}$$

$$m = \frac{780}{40}$$

$$m = 19.5$$

$$S.D = I\sqrt{\left(\frac{\Sigma Fd}{N}\right) - \frac{\Sigma\, Fd2}{N}}$$

$$S.D = 5\sqrt{\frac{102}{40} - \left(\frac{60}{40}\right)}$$

$$S.D = 5\sqrt{2.55 - (1.5)^2}$$

$$S.D = 2.73$$

The mean of the pre-test scores was 9.87, with a standard deviation of 2.93. The mean of the post-test scores was 19.5, with a standard deviation of 2.73. Based on these, the calculated 't' value is 15.21.

Conclusion

The degrees of freedom for the experiment conducted in this research are 39. The hypothesis formulated in the research is one-tailed. The critical value at the 0.05 significance level is 1.684, and at the 0.01 significance level, it is 2.423. The 't' value obtained from the researcher's comparative study exceeds the value at the 0.01 significance level. Therefore, the difference between the two groups is statistically significant. Consequently, the research hypothesis must be accepted. The activity

focused on advertisement-writing skills proved effective for the students and had a positive impact on their grades.

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