

Predictors of Sports Organization at the Grass Root Sports Programmes Among Primary School Pupils in Kwara State

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ANONYMOUS

Abstract. Sports organization at the grass root sport competitions among primary school pupils plays a significant role in giving recognition to sports through identification and scouting of raw materials in Nigeria. This study investigated the predictors of sports organization at the grass root sports programmes among primary school pupils in Kwara State. The objectives of the study were to determine if a knowledgeable and certified personnel influence on the sports organization, determine if availability of sports infrastructures has influence on sports organization, and determine if availability of sports resources has influence on sports organization. Descriptive research design of survey method with total population of 197 (100%) from 50 primary school pupils in Kwara state was adopted. Stratified, simple random and proportionate sampling techniques were employed to select 108 males and 72 females which comprised of principals, vice principals, physical education teachers and sport officers which were (91%) proportionately done with the help of research advisor. A researcher-developed questionnaire was used to gather data, validated experts in the field. The findings from the study were that knowledgeable and certified personnel has a significant influence on sports organization, availability of sports infrastructures has a significant on influence sports organization, and availability of sports resources has a significant influence on sports organization. The study recommended that having enough and qualified physical education teachers, quality infrastructures and sufficient sports resources, will greatly improve and enhance grass root sports programmes among primary school pupils in Kwarastate.

Keywords: sport, school sport programmes, facilities, equipment, personnel

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INTRODUCTION

The organization of intramural sports in secondary schools in Nigeria can be traced to the colonial era and establishment of secondary schools in Nigeria. Intramural sports are sporting activities that are organized and carried out within four-wall of an institution. Intramural programmes are extracurricular activities organized within school, college or tertiary institutions involving registered students or staffs in such institution or establishment (Oyeniyi, 2014). Organized sports programme is an integral part of total educational process that is used to promote wellness among school Community. According to Adesoye and Ajibua (2015), intramural sports were primarily termed extracurricular activities; which implies that they are something voluntary engaged in during leisure or free time.

Intramural sports programme in school includes organized sports activities such as: sports clubs, inter-house athletics competition, inter class, dance line or cheer teams, Scouts, drama or theater arts, youth groups, student council among others. On the other hand, extramural sports are competitions one organized among different schools, competition that involves two or more schools or institutions. Examples of extramural sports are Universities games, Polytechnic games, World University games and others. There is substantial interest in how students are spending their leisure time inside and outside the school environment and what types of activities are important to their development.

Intramural sports programme has a lot of benefits to offer the students according to Babatunde and Ogundipe (2006), stated that participation in intramural sports has many beneficial consequences such as enhancing upward social mobility, providing a healthy outlet for aggression and development of specialist skills and performances. Others are promotion of happiness and self-actualization, tolerance, concern for others, respect for authority and cooperation among others.

Alla and Ajibua (2012) observed that, in most of the early secondary schools in Nigeria, established by the missionaries were adequately involved in both extramural and intramural sports programmes. Intramural sports programmes then were highly organized because most of the students were living in hostels. Then, the administrators believe in sports as unifying factor which could be used to bring all students together not minding the different levels or classes, ethical, religion beliefs the students were. According to Alla and Ajibua (2012) sport is one of the unifying instruments that unites human being irrespective of age, sex or colour. Awosika (Oyeniyi, 2012) and Wilfred (2015) posited that the growth of intramural sports in America and England inspired college and university administrators in Nigeria to embrace intramural sports programme and the programming of this laudable phase of the total physical education programme. It is imperative to state that participation in intramural sports make students to adequately make use of their leisure time wisely. Asagba (Oyeniyi, 2012) and Aluko and Adodo (2013) observed that the specific aim of athletics is to help all students take part in most physical education programmes and recreation according to their needs and wholesome interests. The major ingredients for having well organized intramural sporting programmes include scheduling, provision of facilities and equipment, funding and personnel.

Ekuri, et al. (2014) opined that finance is critical to the success and effective planning and organization of the resources in any organization as its availability necessitates the purchase of every material required for the attainment of its goals. Ekuri, et al (2014) further stated that extracurricular programmes in the schools' settings are regarded as integral parts of the total educational process that contribute to the intellectual growth and human development of Youths. Its contribution to the social, physical, emotional, and cognitive development of youths cannot be overemphasized.

Intramural sport programs finances are those contribute to the attainment of educational objectives; they should be financed out of the boards of education and administration center fundings, just as other phases of the program are financed. According to Awosika (2009)

4 reported that it might be impossible to achieve satisfactory results in an organization whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment constitute a big challenge in the successful organization and management of physical education and sports in Nigeria. It is good to have strong financial support for intramural sport programme. The finance involved in intramural sports programs could be raised in various ways. According to Andreff (2006) contributed that, these programs have many contributions to make to educational objectives as other parts of education programs, they should be financed via Board of Education and Central Administration funds as other phases of the programs are financed." They should therefore be included in the physical education budget and supported through regularly budgeted school or college income.

Scheduling has to do with planning and proper management of time allocated for intramural sports. Awosika (Adegun & Oyeniyi, 2010; Orunaboka & Ojulu, 2015), observed that most of the intramural programmes are not properly organized because of little involvement of the teachers. It was also observed that most of the sports masters usually focus on inter house athletics competition while others like inter class football matches, inter house games competitions are usually left out. Awosika (Adegun, et.al., 2015) posited that after school, lunch and evening hours may be the appropriate time for intramural sports programme. They stated further that other possible time include weekend, nights, during vocations and special one day event. The observation of these scholars showed that all these periods are adequately utilized by private schools but are difficult to be executed by public schools due to the fact that most of the schools operates day schools.

Provisions of facilities and equipments are essential and are of vital importance in the conduct of sports programmes. Provision of standard facilities and equipment are essential prerequisite to participation and good performance in sporting activities at all levels (Society of Health and Physical Educators, 2013). Affirming the importance of facilities and equipment in the organization of intramural, Ituh (Oyeniyi, 2012) stated that there must be availability of quantitative and qualitative facilities and equipment to aid an effective organization of sports programme. In the light of this, it is therefore imperative to conclude that provision of facilities and equipment is quintessential to facilitating better participation in sporting programmes of which intramural is inclusive. However, in spite of the importance of facilities and equipment in the organization of intramurals, observation by the researchers showed that many private schools in Asa local government area have inadequate sporting facilities but make use of government facilities like stadium, recreational centers and other available open spaces.

Also, in the organization of intramural sports, there is need for availability of well trained and qualified personnel that are to organize and supervise students' programmes. The researchers observed that only few schools have trained physical education specialists to teach physical education subject as well as to organize intramural sports programme. A curious look at the staff list showed that only (30%) public schools have trained specialist while only (20%) private schools have trained personnel expected to handle intramural sports. Others served as sport officials are not trained and therefore have little knowledge of intramural sports. Alla and Ajibua (2012) opined that supervision will be effective if sound leadership is provided for physical education and sports programmes in school. In the light of all the problems associated with the organization of intramural sports programme in Asa local government area, the study is therefore intended to examine the assessment of sports organization on intramural programmes among secondary school students in Asa Local Government area, Kwara State.

15 The study discovered that scheduling is a significant problem of intramural sports among secondary schools in Asa Local Government Area, Kwara state since most of the programmes were planned by the students, most especially in the public schools with little inputs from the teachers. Most of the programmes are done during break and lunch periods. Few sports

2 facilities and equipment that are available for the students are grossly inadequate for the students' population. Personnel are available for intramural sports programme but not all are trained specialists while those available for public schools were not evenly distributed among public secondary schools.

21 Intramural sports in the Government owned secondary schools in Asa local government area have been on the decline. Students with outstanding performance in some organized sports programmes oftentimes are not rewarded, facilities and equipment are either inadequate or not provided perhaps, because the school sports administrators do not take into cognizance the importance of the significant of intramural sports programmes in secondary schools. The researcher observed that most secondary schools in the study area have good students who are potential athletes and have keen interest in sports, yet there has always been poor motivation through several challenges militating organization on intramural sports programmes such as sports facilities and equipments, organization and management pattern of Intramural sports programme in the school. Although, other factors may add to these situations, but the way and manner intramural sports programme are organized and managed in the various secondary schools may have been the most significance of the factors affecting the organization of intramural sports among secondary schools in Asa local government area, Kwara state.

8 Lawal (2013) identified poor Planning, organization, lack of sports facilities and equipment as the major inhibitor of sports programme, especially intramural sports programme in secondary schools. Ineffective management in sports as that which is entirely responsible for failures experienced in sports programmes, today as it concerns intramural sports programme in secondary schools. The researcher also observed that most secondary school sports lack adequate sports personnel to handle the various sporting events in sports. In most secondary schools, nonprofessionals are assuming position of the sports unit, due to "god fatherism" among principals of schools. This prevailing circumstance mentioned above has prohibited a successful intramural sports programme among secondary schools in Asa local government area, Kwara State.

Very little research has been done on how intramural sports programme is organized among secondary schools in Asa local government area, Kwara State and whether facilities and equipments, personnel, scheduling and funding play a part. It is upon this premise that this study is being conducted, which prompted the researcher to embark on the challenges of sports organization on intramural programmes among secondary school students in Asa local government area, Kwara state.

The main objective of the study is to examine the predictors of sports organization has influence on grass root sports programmes among primary school pupils in Kwara state. First, to determine whether trained and certified personnel has influence on the sports organization at the grass root sports programmes among primary school pupils in Kwara state. Second, to determine whether availability of sports facilities has influence on the sports organization at the grass root sports programmes among primary school pupils in Kwara state. Third, to determine whether inadequate funds influence on the sports organization at the grass root sports programmes among primary school pupils in Kwara state.

The following research questions were raised to guide to the study; 1) Is there a significant influence of knowledgeable and certified personnel on sports organization at the grass root sports programmes among primary school pupils in Kwara State? 2) Is there a significant influence of availability of sports infrastructures on sports organization at the grass root sports programmes among primary school pupils in Kwara State? 3) Is there a significant influence of availability of sports resources on sports organization at the grass root sports programmes among primary school pupils in Kwara State?

The study will be delimited the predictors of sports organization at grass root sports programmes among primary school pupils in Kwara State. The study will help to sports stakeholders such as sports administrators, sports coaches, student-athletes and sports officers in the study area. It will be of great importance to improve organizational skills of the sports administrators in tackling challenges facing proper way of organizing sports programmes at their domain. Sports coaches and sports officers will benefit immensely by being more proactive in the application of their expertise into play by not indulged in any form of biased, sentimental god fatherism when discharging their responsibilities. It will be of great help to students-athletes who are learning physical education and sport to acquire appropriate tools in becoming a great sports enthusiast.

METHOD

Descriptive research design of the survey method was adopted found useful in gathering data about the belief, opinion, attitude, behavior and records of events that can be analyzed and interpreted, to measure relationship between variables. The study considered it appropriate to collect personal and general information for the purpose of describing and providing an understanding of the predictors of sports organization at grass root sports programmes among primary school pupils in Kwara state. Other useful tools are as follows; population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, procedure for data collection, procedure for data analysis.

The population for this study will made up of principals and physical education teachers in secondary schools in Ilorin South local government area of Kwara State. Population was 50 secondary schools. This was made up of 32 public and 18 private primary schools situated in the various districts of the region (Ministry of education Ilorin, 2020). This constituted 122 physical education teachers and 75 administrators, totaled 197.

A sample size of 180 respondents was used for the study with the help of research Advisor. This represented 91% of the accessible population. The stratified sampling procedure will be used to put the secondary schools into the five sporting zones in the region. Orunaboka and Ogulu, (2015) found the stratified technique to be superior to simple random sampling techniques. He observed that the technique ensures important characteristics of the population are fairly represented in the sample and not left to chance. This reduces sampling error that may occur due to the particular factors. The simple random technique will be adopted to select 10 schools each from the 5 zones. In each school, the principals and the physical education teachers were Census sampled to be part of the study.

A researcher-developed questionnaire was employed for collection of data for the study. Orunaboka and Ogulu (2015) indicated that the questionnaire is used to collect information about people's views, opinions, impressions, feelings, attitudes and behaviors mostly in surveys. The questionnaire comprised of two sections; section A requested for personal information on the background characteristics of respondents such as age, gender, teaching experience, educational qualification, and position in school. While section B was made up of 25 items using five-point Likert - scale format of Strongly Agreed (SA), Agreed (A), Disagreed (D), Neutral (N) and Strongly Disagreed (SD). This section was composed into four subdivisions bordering on personnel in sports (N = 5), facilities (N = 5), equipment (N = 5), schedules and intramurals (N = 5), availability of funds (N = 5). In all a total of 25 items were listed for the required responses. The questionnaire will demand respondents to tick responses that best applied to them. It will be anticipated that the caliber of respondents involved would supply true, genuine and reliable responses devoid of extraneous influences. The close ended items were aimed at ensuring uniformity in the responses and thereby preventing subjectivity of any kind.

Both face and content validity of this instrument was ascertained. Comments, corrections and suggestions were incorporated to beautify the final draft of the instrument. The reliability of the instrument was carried out using Pearson Product Moment Correlation and Coefficient of .79 was obtained. The researcher assured the respondents that all the information collected was safe and served purely for only research. Administration of questionnaire was executed by the researcher and two experts in the field in ensuring maximum recovery of the instrument. The data collected was subjected appropriate to statistical instrument using descriptive statistics of frequency and percentage to examine demographic information of the respondents and to answer the research questions. All the sub-hypotheses formulated were tested using Pearson Product-Moment Correlation of Statistical Package. The decision criterion was set at .01. Partial Correlation was used to determine the relationships among the variables of study. This was carried out to measures the degree of linear relationship between two variables at 0.05 level of significance.

RESULT AND DISCUSSION

This chapter deals with the data analysis, interpretation of the data collected, results and discussion of findings on the predictors of sports organization at grass root sports programmes among primary school pupils in Kwara state. A summary of the personal characteristics of the respondents was presented in the table I using frequency and percentage. The five hypotheses formulated to guide the study were tested using Chi-square statistical analysis. The acceptance level was based on 0.05 level of significance.

Table 1. Demographic Data of Respondents

Variable	Frequency	Percentage
Gender		
Male	108	60
Female	72	40
Total	180	100
Work Experience		
1-5 years	37	20.6
6-10 yrs	79	43.9
11-15 yrs	49	27.2
16 yrs and above	15	8.3
Total	180	100.00

Table 1 shows the demographic information reveals unequal number of participants from the two gender groups. The males constitute 60% (n = 108) of the respondents and the females constitute 40% (n = 72) out of the total 180 participants. This unequal sampling could be attributed to the fact that sport is a male dominated field. In-order to reduce or prevent any form of biases that might arise due to gender difference or motivation, it is usually assumed that different gender groups might be motivated by different needs and factors. Therefore, personal views as a result of their gender might not necessarily have much significant impact. In any case, both gender groups were dully represented in the sampling.

The years of work experience is very important in this study as it gives an indication as to the level of knowledge respondents have concerning sports activities in the selected schools. Table 1 indicates that 43.9% (n = 79) have been teaching in the selected schools for over 5 years. Only 27.2% (n = 49) had taught for 1-5 years. These percentages give the indication that the sampled respondents have the needed experiences and knowledge in giving their opinions about the topic under study. This is mainly because much of the information the study sought to examine was historic data of sporting activities in the schools. This information is only available to teachers who have been teaching in the selected schools for some time.

Table 2. Chi-square (x2) analysis showing knowledgeable and certified personnel has influence on sports organization at grass root sports programmes among primary school pupils in Kwara State

items	sa	a	d	sd	row total	df	cal. value	table value	remark
We have physical education teachers who are in charge of all sporting activities in the school.	85 (47.2%)	90 (50.0%)	5 (2.8%)	0 (0%)	180				
Apart from physical education teachers, we also have coaches that train students during sports competitions.	77 (42.8%)	99 (55.0%)	4 (2.2%)	0 (0%)	180				
I normally coach the students during inter house competitions.	64 (35.6%)	111 (61.7%)	4 (2.2%)	1 (0.6%)	180	9	231.104	16.92	Ho Rejected
The principal always bring some experts to organize and supervise our sporting competitions.	69 (38.3%)	102 (56.7%)	9 (5.0%)	0 (0%)	180				
Total	295	402	22	1	720				

P < 0.05 alpha level

The findings from the analysis in the Table two indicated that calculated Chi-square value of 231.104 is greater than the table value of 16.92 with 9 df at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that knowledgeable and certified personnel significantly influenced sports organization at grass root sports programmes among primary school pupils in Kwara state.

Table 3. Chi-square analysis showing the significant availability of sports infrastructures on the sports organization at grass root sports programmes among primary school pupils in Kwara state

Items	sa	d	d	sd	Row total	Df	Cal. Value	Table value	Remark
Classroom buildings have been erected on our sporting facilities.	90 (50.0%)	86 (47.8%)	3 (1.7%)	1 (0.6%)	180				
During sports, we always find it difficult to train due to inadequate facilities.	99 (55.0%)	73 (40.6%)	7 (3.9%)	1 (0.6%)	180				
There are some games we do not do during our inter houses, due to lack of facilities.	79 (43.9%)	88 (48.9%)	13 (7.2%)	0 (0%)	180	9	170.003	16.92	Ho Rejected
We normally go to other schools or stadium for our inter house competitions.	78 (43.3%)	83 (45.6%)	19 (10.6%)	1 (0.6%)	180				
Total	346	330	42	3	720				

P < 0.05 alpha level

The findings from the analysis in the Table Three indicated that calculated Chi-square value of 170.003 is greater than the table value of 16.92 with 9 df at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that availability of sports infrastructures significant influence on sports organization at grass root sports programmes among primary school pupils in Kwara state.

Table 4. Chi-square analyses on availability of sports resources are not significantly influencing the sports organization at grass root sports programmes among primary school pupils in Kwara state

Items	sa	a	d	sd	row total	df	cal value	table value	remark
We do not always organize inter house sports due to lack of funds.	82 (45.6%)	88 (48.9%)	9 (5.0%)	1 (0.6%)	180				
The cost of organizing inter house sports is very expensive for the school to bear.	98 (54.4%)	79 (43.9%)	3 (1.7%)	0 (0%)	180				
The school solicits funds from individuals and corporate bodies to organize sports.	74 (41.1%)	104 (57.8%)	2 (1.1%)	0 (0%)	180	9	113.012	16.92	Ho Rejected
Government should dedicate some funds for sports competitions annually.	85 (47.2%)	80 (44.4%)	14 (7.8%)	1 (0.6%)	180				
Total	339	351	28	2	720				

P < 0.05 alpha level

The findings from the analysis in the Table six indicated that calculated Chi-square value of 113.012 is greater than the table value of 16.92 with 9 df at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that availability of sports resources has significant influence on the sports organization at grass root sports programmes among primary school pupils in Kwara state.

Discussion

The result of hypothesis one revealed that trained and certified personnel are not significantly influencing the organization of intramural sports programme among secondary schools in Asa local government area, Kwara state. The findings implies that trained and certified personnel significantly influenced the organization of sound procedures and systems to ensure that sports in all aspects are well organized within the school programmes and by physical education personnel. This according to him shows the basis for all performing physical education personnel in the school sports setting. The result was consistent with Aluko and Adodo (2013) explanation of administration of sports that technical personnel managed sports organization. This supported Omolawon and Adisa (2009) asserted that sports personnel have the ability to control and blend the different structures, resources and efforts available with minimum loss. Moreover, school, and supervised by experts in the field Adesanya, et al. (1992)

. The hypothesis two showed that availability of facilities significantly determines effective organization of intramural sports programme among secondary schools in Asa local government area, Kwara state. This supported Adegun and Oyeniyi (2010) contention that if provided for, facilities would enhance quality training and produce good performance

outcomes. This is consistent with Babatunde and Ogundipe, (2006) opined that, facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in secondary schools, Ilorin metropolis are very difficult to expand or exchange. It is noticed in today's schools that the increased population, rising school enrolments, city life, limited space, and sky-rocketing laboratory and material costs, are all altering sports facilities production and management. To this end, Bucher and Krotee (2002) concluded that equipment and facilities should always be maintained in a serviceable condition.

The hypothesis three revealed that funds are not significantly influencing the organization of intramural sports programme among secondary schools in Asa local government area, Kwara state. Sport is more than ever before, commanding global attention. Its influence on world peace, economy and the development of social relationships cannot be underestimated. It is against this background that most nations have come to appreciate the need to invest heavily on it. This is consistent with Akintunde (2000) assertion that sports today cost money to administer effectively. Thus, funding is an important aspect of sports and root of all administrative successes or failures. The result also agreed with Omolawon and Adisa (2009) that success of any sports programme depends largely on finance. The same has been contended by Adesoye and Ajibua, (2015) that on average community sports trusts receive a significant proportion of income from grant funding whilst sponsorship income is relatively small.

The study result implies that funding school sports is a major issue that requires adequate implementation of funding policy for positive results. Nothing will be achieved if funding is not channeled properly to achieve the set objectives. It therefore behooves on school authorities to adequately look for funds through sponsorship deals and from NGOs to adequately fund sports activities in their schools.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn:

1. Significant relationship existed between knowledgeable and certified personnel and sports organization on grass root sports programmes among primary school pupils in Kwara state.
2. Availability of sports infrastructures enhances the relationship between availability of sports resources and the sports organization at grass root sports programmes among primary school pupils in Kwara state
3. There was a significant influence between availability of sports resources and the sports organization at grass root sports programmes among primary school pupils in Kwara state.

Based on the findings of this study, the following were recommended: 1) the school Heads should have a strong synergy with the Federal Ministry of Education for periodic refreshers courses, seminars, workshops for the physical education teachers, sports officers at the grass root level in ensuring proper teaching of skills and techniques of the subject and standard way of organizing sports programmes in Ilorin South Local government area, Kwara state; 2) Head of Schools should make adequate budgetary allocations for the provision of sport infrastructures in primary schools in Ilorin South Local government area, Kwara state; 3) Standard sports facilities need to be provided by the school authority and maintained in order to have a smooth organization of intramural sport programmes in secondary schools.

REFERENCES

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Missing ", " Review the rules for using punctuation marks.



Missing ", " Review the rules for using punctuation marks.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word. Consider using the article **the**.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to remove this article.



Article Error You may need to remove this article.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word.



Prep. You may be using the wrong preposition.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Hyph. Review the rules for using punctuation marks.

PAGE 6



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.














Possessive








Article Error You may need to remove this article.



Prep. You may be using the wrong preposition.

-
-  **Proper Nouns** You may need to use a capital letter for this proper noun.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Proper Nouns** You may need to use a capital letter for this proper noun.
-  **Dup.** Did you mean to repeat this word?
-  **Article Error** You may need to remove this article.
-  **Prep.** You may be using the wrong preposition.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Confused** You have used either an imprecise word or an incorrect word.
-  **Proper Nouns** You may need to use a capital letter for this proper noun.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.

-
-  **Prep.** You may be using the wrong preposition.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Proper Nouns** You may need to use a capital letter for this proper noun.



Article Error You may need to use an article before this word. Consider using the article **the**.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proper Nouns You may need to use a capital letter for this proper noun.



Missing ", " Review the rules for using punctuation marks.



Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word. Consider using the article **the**.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Article Error You may need to remove this article.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



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Article Error You may need to use an article before this word.



Missing "," Review the rules for using punctuation marks.



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Missing "," Review the rules for using punctuation marks.



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Missing "," Review the rules for using punctuation marks.



Missing "," Review the rules for using punctuation marks.



Missing "," Review the rules for using punctuation marks.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.



Article Error You may need to remove this article.



Missing "," Review the rules for using punctuation marks.



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