


**A RIDIT ANALYSIS OF FORMULATION AND IMPLEMENTATION SUCCESS OF STRATEGIC PLANNING FOR SPORTS DEVELOPMENT AMONG THE UNIVERSITIES OF INDIA**

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| ARTICLE INFO  | ABSTRACT  |
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| <p><b>Article history:</b></p> <p><b>Received</b> 04 October 2022</p> <p><b>Accepted</b> 20 December 2022</p>   | <p><b>Purpose:</b> The study's purpose was to analyze the formulation and implementation success of strategic planning for sports development in India's universities.</p>  |
| <p><b>Keywords:</b></p> <p>Sports development;<br/>Formulation of Strategic Planning;<br/>Indian University Sports;<br/>Management of Sports;<br/>Ridit Analysis;<br/>Implementation Success of Strategic Planning.</p> | <p><b>Theoretical framework:</b> The researcher considered the "competing values approach (CVA)," the work of organization theorists Quinn and Rohrbaugh (1981, 1983),<sup>1</sup> to measure organizational effectiveness. The researcher also considered the study of 'David Shilbury &amp; Kathleen A. Moore (2006)' which is based on the "competing values approach (CVA)."</p>  |
|    | <p><b>Design/methodology/approach:</b> This study was approached through a post-positivist paradigm with the concurrent design of mixed-method research. The 313 participants, who represented administrators, coaches, and players from India's three central universities, were surveyed using a structured questionnaire and interviewed using a semi-structured format. The three universities were Jamia Millia Islamia, Banaras Hindu University, and Aligarh Muslim University. The study used a multi-stage sampling method. At the onset, the three universities were selected purposively based on uniformity in their organizational structure, ordinances, academic calendar, and establishment age; finally, simple random sampling was utilized to determine the participants randomly from the selected universities. RIDIT analysis was used to analyze the questionnaire data, and thematic analysis was used to analyze the interview data.</p>   |
|   | <p><b>Findings:</b> The study results revealed a dearth in the formulation of strategic planning and its successful implementation for sports development in the universities of India. Further research is needed to explore university sports in India.</p>   |
|   | <p><b>Research, Practical &amp; Social implications:</b> This study suggests that the university sports boards of the universities of India, particularly of the central universities, must recognize and consider the formulation of strategic planning along with its effective implementation procedure for the development of sports, which includes the formulation of the long-term strategic planning with clear and attainable objectives and the viability of how the formulated strategic planning can be resourced. The formulation of strategic planning must include the vision for the future development of sports, along with regular reviews based on its performance. The university sports boards will have to consult the administrators, coaches, experts, and their players to effectively formulate strategic planning with its successful implementation criterion. Well-organized strategic planning with a practical implementation criterion is the need of the hour to develop sports in Indian universities.</p> |
|   | <p><b>Originality/value:</b> This is to certify, that the research paper submitted by us is an outcome of our independent and original work. We have duly acknowledged all the</p>  |

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sources from which the ideas and extracts have been taken. The article is free from plagiarism and has not been submitted elsewhere for publication.

Doi: <https://doi.org/10.26668/businessreview/2022.v7i6.e802>

## UMA ANÁLISE RIDIT DE FORMULAÇÃO E IMPLEMENTAÇÃO SUCESSO DE PLANEJAMENTO ESTRATÉGICO PARA O DESENVOLVIMENTO ESPORTIVO ENTRE AS UNIVERSIDADES DA ÍNDIA

### RESUMO

**Objetivo:** O objetivo do estudo era analisar a formulação e o sucesso da implementação do planejamento estratégico para o desenvolvimento esportivo nas universidades da Índia.

**Estrutura teórica:** O pesquisador considerou a "abordagem de valores competitivos (CVA)", o trabalho dos teóricos da organização Quinn e Rohrbaugh (1981, 1983), para medir a eficácia organizacional. O pesquisador também considerou o estudo de "David Shilbury & Kathleen A. Moore (2006)" que se baseia na "abordagem de valores concorrentes (CVA)".

**Design/metodologia/abordagem:** Este estudo foi abordado através de um paradigma pós-positivista com o projeto simultâneo de pesquisa de métodos mistos. Os 313 participantes, que representavam administradores, técnicos e jogadores das três universidades centrais da Índia, foram pesquisados utilizando um questionário estruturado e entrevistados utilizando um formato semi-estruturado. As três universidades foram Jamia Millia Islamia, Banaras Hindu University, e Aligarh Muslim University. O estudo utilizou um método de amostragem em várias etapas. No início, as três universidades foram selecionadas propositalmente com base na uniformidade de sua estrutura organizacional, portarias, calendário acadêmico e idade de estabelecimento; finalmente, uma amostragem aleatória simples foi utilizada para determinar os participantes de forma aleatória das universidades selecionadas. A análise RIDIT foi utilizada para analisar os dados do questionário, e a análise temática foi utilizada para analisar os dados da entrevista.

**Conclusões:** Os resultados do estudo revelaram uma escassez na formulação do planejamento estratégico e sua implementação bem sucedida para o desenvolvimento esportivo nas universidades da Índia. São necessárias mais pesquisas para explorar o esporte universitário na Índia.

**Pesquisa, implicações práticas e sociais:** Este estudo sugere que os conselhos de esportes universitários das universidades da Índia, particularmente das universidades centrais, devem reconhecer e considerar a formulação do planejamento estratégico juntamente com seu procedimento eficaz de implementação para o desenvolvimento do esporte, o que inclui a formulação do planejamento estratégico de longo prazo com objetivos claros e alcançáveis e a viabilidade de como o planejamento estratégico formulado pode ser financiado. A formulação do planejamento estratégico deve incluir a visão para o desenvolvimento futuro do esporte, juntamente com revisões regulares baseadas em seu desempenho. Os conselhos esportivos da universidade terão que consultar os administradores, treinadores, especialistas e seus jogadores para formular eficazmente o planejamento estratégico com seu critério de implementação bem sucedido. Um planejamento estratégico bem organizado com um critério de implementação prática é a necessidade de uma hora para desenvolver o esporte nas universidades indianas.

**Originalidade/valor:** Isto é para certificar, que o trabalho de pesquisa apresentado por nós é o resultado de nosso trabalho independente e original. Reconhecemos devidamente todas as fontes das quais as idéias e extratos foram extraídos. O artigo é livre de plágio e não foi enviado para publicação em nenhum outro lugar.

**Palavras-chave:** Desenvolvimento Esportivo, Formulação de Planejamento Estratégico, Esportes Universitários Indianos, Gestão de Esportes, Redit Analysis, Sucesso da Implementação do Planejamento Estratégico.

## UN ANÁLISIS RIDIT DEL ÉXITO EN LA FORMULACIÓN E IMPLEMENTACIÓN DE LA PLANIFICACIÓN ESTRATÉGICA PARA EL DESARROLLO DEPORTIVO ENTRE LAS UNIVERSIDADES DE LA INDIA

### RESUMEN

**Propósito:** El propósito del estudio era analizar la formulación y el éxito de la aplicación de la planificación estratégica para el desarrollo del deporte en las universidades de la India.

**Marco teórico:** El investigador consideró el "enfoque de valores en competencia (CVA)", obra de los teóricos de la organización Quinn y Rohrbaugh (1981, 1983), para medir la eficacia organizativa. El investigador también consideró el estudio de 'David Shilbury & Kathleen A. Moore (2006)' que se basa en el "enfoque de valores en competencia (CVA)."

**Diseño/metodología/enfoque:** Este estudio se abordó a través de un paradigma post-positivista con el diseño concurrente de la investigación de métodos mixtos. Los 313 participantes, que representaban a administradores,

entrenadores y jugadores de las tres universidades centrales de la India, fueron encuestados mediante un cuestionario estructurado y entrevistados mediante un formato semiestructurado. Las tres universidades eran Jamia Millia Islamia, Banaras Hindu University y Aligarh Muslim University. El estudio utilizó un método de muestreo en varias etapas. Al principio, las tres universidades se seleccionaron intencionadamente en función de la uniformidad de su estructura organizativa, ordenanzas, calendario académico y antigüedad del establecimiento; por último, se utilizó un muestreo aleatorio simple para determinar los participantes al azar entre las universidades seleccionadas. Se utilizó el análisis RIDIT para analizar los datos del cuestionario y el análisis temático para analizar los datos de las entrevistas.

**Resultados:** Los resultados del estudio revelaron una carencia en la formulación de la planificación estratégica y su implementación exitosa para el desarrollo deportivo en las universidades de la India. Es necesario seguir investigando sobre el deporte universitario en la India.

**Investigación, implicaciones prácticas y sociales:** Este estudio sugiere que los consejos deportivos universitarios de las universidades de la India, en particular de las universidades centrales, deben reconocer y considerar la formulación de la planificación estratégica junto con su procedimiento de aplicación efectiva para el desarrollo de los deportes, que incluye la formulación de la planificación estratégica a largo plazo con objetivos claros y alcanzables y la viabilidad de cómo se puede dotar de recursos la planificación estratégica formulada. La formulación de la planificación estratégica debe incluir la visión del desarrollo futuro del deporte, junto con revisiones periódicas basadas en su rendimiento. Los consejos deportivos universitarios tendrán que consultar a los administradores, entrenadores, expertos y a sus jugadores para formular eficazmente la planificación estratégica con su criterio de aplicación satisfactoria. Una planificación estratégica bien organizada con un criterio de aplicación práctico es la necesidad del momento para desarrollar el deporte en las universidades indias.

**Originalidad/valor:** Esto es para certificar, que el trabajo de investigación presentado por nosotros es el resultado de nuestro trabajo independiente y original. Hemos reconocido debidamente todas las fuentes de las que se han tomado las ideas y extractos. El artículo está libre de plagio y no ha sido presentado en ningún otro lugar para su publicación.

**Palabras clave:** Desarrollo Deportivo, Formulación de La Planificación Estratégica, Deporte Universitario Indio, Gestión del Deporte, Análisis Ridit, Éxito de La Implementación de La Planificación Estratégica.

## INTRODUCTION

The process of formulating strategic planning and its implementation success is comprehending what the organization does (Håkonsson et al., 2012). The effectiveness of implementing strategic planning and critical decisions is perceived as vital to accomplishing the objectives and goals of any organization (Elbanna et al., 2014); (Schweiger & Sandberg, 1991); this applies to every public or private organization, whether profit or non-profit. The success of the organizational outcomes can be credited to management decisions. Organizations build their efficient and effective destiny only when their efficient top management's strategic plans are carried out and successfully implemented accurately and ultimately within the confines of the environment in which they function (Elbanna & Child, 2007); (Moore, 1995). Nonetheless, despite management theorists' consistent acknowledgment of the key role of the formulation of effective strategic planning and its need for successful implementation in determining an organization's success (Bryson, 2010); (Poister, 2010), few scientific studies have looked into the factors that influence the successful formulation of strategic planning with the need of its implementation in sports organizations. In essence, the formulation of strategic planning and its successful enactment literature is disorganized and scattered among overall

and, in particular, sports management literature, with no systematic investigation of any of the fundamental topics about strategic planning's enactment success (**Elbanna et al., 2016**); (**Elbanna et al., 2014**); (**Bossidy et al., 2011**); (**Noble, 1999**). The formulation of strategic planning and its current implementation success in the universities sector of India are major issues in the management of sports in Indian universities, so the researchers wanted to investigate these issues in the current study as well as the crucial variables that affect implementation success of strategic planning.

Organizations employ a combination of actions, instruments, and ideas called strategic planning to specify their strategic goals, overarching strategy direction, and the resources needed to attain those goals (**Bryson, 2018**). While many definitions are more detailed, the majority of them contain several essential characteristics, implying that the planning process:

- is systematic
- is advanced
- is goal-oriented
- comprises decision making

There are several ways that strategic planning is advantageous to sporting organizations. Maintaining the organization's favorable interactions with its surroundings is the main objective of strategic planning and its successful implementation. Strategic planning that is well-developed and well-implemented, in particular, enables an organization to:

- accept a more organized approach to improve and diminish resistance to change
- be proactive instead of reactive in explaining the organization's goals and objectives
- take the initiative and influence developments in the organization's favor
- raise awareness of the organization's working environment (for example, competitors, government policy, threats)
- gain complete control of its destiny, determining where it intends to go in the future
- Boost economic performance and make better use of resources
- increase organizational control and activity synchronization
- off the field, develop teamwork

Due to the improper formulation of strategic planning, the organization frequently addresses current issues and ignores the future. Consequently, the organization:

- creates no conditions for dealing effectively with the future

- tends to operate on an ad hoc, haphazard basis
- will never seem to have enough time to think about tomorrow's issues

Consequently, formulating strategic planning and its successful implementation is compulsory (Wani & Faridi, 2020); (Australian Sports Commission, 2004). The process will be more efficient and productive when more time and effort are put into analyzing internal and external surroundings, creating and evaluating strategic possibilities (Capon et al., 1987); (Camillus, 1975). As a result, the key assumption behind formulating efficient and effective strategic planning is that investing resources in generating solid plans will significantly increase the chances of effective implementation (Mintzberg, 2000).

Despite the widespread belief that creating good strategic planning is crucial for success, there aren't many empirical studies that have been conducted using primary and secondary data on strategic planning in connection to its successful implementation in the university sports sector. There are no studies on the creation of strategic planning and the success of its implementation for the growth of sports in the universities sector of India; the studies that are accessible were all undertaken outside of India. Additionally, the relationship between the creation of strategic planning and the success of its implementation has gotten less attention globally. It is important to note that managerial involvement in formulating strategic planning and its implementation success is often seen as a crucial tool for ensuring the success of strategic decisions. As a result, the involvement of managers in formulating and implementing strategic planning is considered the mediator link between strategic planning development and its implementation success (Elbanna et al., 2016); (Floyd & Wooldridge, 1997).

This paper examines theoretical perspectives on the formulation of strategic planning and the success of its execution in light of the challenges faced by university sports organizations in the decision-making of sport-related issues. The processes and data used in the study and the statistical analysis findings are discussed. The findings' theoretical and practical repercussions are then examined.

## METHODOLOGY

The researcher considered the "competing values approach (CVA)," the work of organization theorists Quinn and Rohrbaugh (1981, 1983),' to measure organizational effectiveness. The researcher also considered the study of 'David Shilbury & Kathleen A. Moore (2006)' which is based on the "competing values approach (CVA)."

The mixed-method research approach was chosen as the study's methodology. The universities in India make up the study population. There are 54 central universities in India as

of the fourth of March 2022 (UGC, 2022), a large number that makes it difficult for the researcher to pursue a course of study because of the differences between them in terms of their length of establishment, administrative setup, organizational structure, the curriculum they offer, and geographic and environmental conditions. So the researcher employed a multi-stage sampling strategy. Aligarh Muslim University (AMU), Banaras Hindu University (BHU), and Jamia Millia Islamia (JMI), three of the fifty-four central universities, were initially chosen based on uniformity in terms of establishment duration, administrative setup, organizational structure, curriculum, and similar geographic and environmental conditions. After that, 449 participants—administrators, coaches, and players—were randomly selected from each of the three universities. Based on literature research and a pilot survey conducted in the fourth quarter of 2020, a structured questionnaire was created to determine the variables influencing the development of strategic planning and the success of its implementation for the evolution of sports in Indian universities. The questionnaire was created using a five-point Likert scale, with 1 signifying strong disagreement and 5 denoting strong agreement with a certain theme. The questionnaire's reliability was found to be 0.95, which is higher than the allowable level (Nunnally, 1978). Four hundred forty-nine subjects, including 64 administrators, 51 coaches, and 334 athletes from the three core institutions who had served on university sports boards for two years and those who had left their positions in the previous two years, were given the questionnaire. There were 313 (69.71%) valid responses submitted. The administrators of the universities provided 39 (60.94%) legitimate responses, the coaches provided 27 (52.94%), and the players of the institutions provided 247 (73.95%) valid responses. Additionally, a semi-structured interview (N = 35) was done with the administrators (15), coaches (9), and players (11), and the results were thematically evaluated. RIDIT analysis (Bross, 1958); [(Chien-Ho Wu, 2007)] was used to examine the data gathered by the questionnaire.

The following hypothesis of the study was tested using Kruskal-Wallis statistics W:

$$\begin{cases} H_0 : \forall i, \rho_i = 0.5 \\ H_a : \exists i, \rho_i \neq 0.5 \end{cases}$$

$$W = 12 \sum_{i=1}^m \pi_i (\rho_i - 0.5)^2$$

A similar pattern of hypothesis testing has been adopted by (Wani & Faridi, 2022a); (Pathak et al., 2018); (Kumar & Bhattacharyya, 2017); (Pradhan, 2009); (Wu, 2007); (Donaldson, 1998); (Sermeus&Delesie, 1996); (Beder& Heim, 1990)

## Results and discussion

Concerning the creation of strategic planning and the success of its implementation for the development of sports in Indian universities, Table 1 shows the study data on a 5-point Likert scale that was gathered from coaches, players, and administrators from the three (3) central universities of India. The following variables were picked for the study because they are believed to impact the growth and effectiveness of strategic planning for sports in Indian colleges.

**SP01.** University Sports Board prepares long-term strategic planning for the development of sports in the university.

**SP02.** University Sports Board's strategic planning includes clear and attainable objectives.

**SP03.** University Sports Board's strategic planning includes the viability of how the planning can be resourced.

**SP04.** University Sports Board's strategic planning includes a vision for the future development of sports in the university.

**SP05.** University Sports Board regularly reviews its strategic planning based on its performance.

**SP06.** The University administration consults the Administrators, Coaches, Experts, and Players for the formulation of strategic planning for the development of sports in the university.

**SP07.** Satisfaction with the overall implementation success of the strategic plans prepared by the University Sports Board.

**Semi-structured interview:** Do the university sports boards formulate strategic planning, and who makes the critical decisions?

A 5-point Likert scale was used to collect the individuals' replies, and each statement was given a score. The first step in the RIDIT analysis process is to locate a reference data set for ridit computation. The reference data set was the complete study data set. Table 1 displays the responses' frequency. The final row of table 1 displays the ridits of the reference data set for each ordered category.

The reference data set is shown in Table 1. The frequency of administrators, coaches, and players' responses to questionnaire items is displayed. The ridits of the reference data set for each ordered category are shown in the last row ( $R_j$ ) of Table 1.

The mean *RIDIT* ( $P_i$ ), lower bound ( $LB$ ), and upper bound ( $UB$ ) of the 95 percent confidence interval of the mean *RIDIT* ( $P_i$ ) are shown in Table 2. The table includes a 'W' column (Kruskal-Wallis) for each item. The Kruskal-Wallis  $W (18.54)$  is significantly higher

than the  $X^2 (7-1) = 12.59$ , implying that the respondents' replies to the questionnaire items are significantly different somehow. The subject's replies to the item 'SP02' in comparison to the items 'SP01; SP03; SP04; SP05; SP06; SP07' are significantly different, as shown by the confidence intervals in Table 2. Compared to the reference data set, the respondents express less dissatisfaction with 'SP02.'

The respondents, on the other side, are more dissatisfied with 'SP01; SP03; SP04; SP05; SP06; and SP07.' In addition, respondents are more likely to agree with 'SP02' ( $P_i = 0.44$ ) than with 'SP01' ( $P_i = 0.51$ ); SP03 ( $P_i = 0.49$ ); SP04 ( $P_i = 0.51$ ); SP05 ( $P_i = 0.52$ ); SP06 ( $P_i = 0.52$ ) and SP07 ( $P_i = 0.48$ ).

The sorting of mean *RIDITS* directly based on the aforementioned *RIDIT* analysis, the probability of fulfilling and agreeing with a propensity produces the rank shown in table 3. Because the *UB* (upper bound) of the item is more than the threshold ( $0.54 > 0.5$ ) and the acquired rank of the item is 4, there are no significant variations between the responses of administrators, coaches, and players on the item 'SP01' of the questionnaire, as shown in Table 2. These data indicate that university sports boards do not formulate long-term strategic plans for the development of sports at their universities.

Because the *UB* (upper bound) of the item is smaller than the threshold ( $0.47 < 0.5$ ) and the acquired rank of the item is 1, Table 2 reveals a significant difference from the other items among the responses of the administrators, coaches, and players on the item 'SP02' of the questionnaire, the data indicates that the University Sports Board's strategic planning covers specific and attainable goals.

Table 2 shows no significant variations in responses from administrators, coaches, and players on questionnaire item 'SP03' because the item's *UB* (upper bound) is bigger than the threshold ( $0.52 > 0.5$ ), and the item's acquired rank is 3. These findings show that the University Sports Board's strategic planning does not consider the viability of resource allocation.

Because the *UB* (upper bound) of the item is more than the threshold ( $0.54 > 0.5$ ) and the acquired rank of the item is 5, there are no significant variations between the responses of the administrators, coaches, and players on the item 'SP04' of the questionnaire, as shown in Table 2. The findings demonstrate that the University Sports Board's strategic planning lacks a vision for the future development of sports in the universities.

Because the *UB* (upper bound) of the item is more than the threshold ( $0.56 > 0.5$ ) and the derived rank of the item is 7, Table 2 shows no significant differences in item 'SP05' of the questionnaire among administrators, coaches, and players. This suggests that university sports boards do not regularly review their strategic planning based on their performances.



Because the item's *UB* (upper bound) is bigger than the threshold ( $0.55 > 0.5$ ), there are no significant variations in the responses of administrators, coaches, and players on item 'SP06' of the questionnaire in Table2. Furthermore, the item's achieved rank is 6, implying that university administrations do not consult the Administrators, Coaches, Experts, and Players for the formulation of strategic planning for the development of sports in the universities.

Because the item's *UB* (upper bound) is bigger than the threshold ( $0.51 > 0.5$ ), there are no significant variations in the responses of administrators, coaches, and players on item 'SP07' of the questionnaire in Table2. In addition, the item's achieved rank is 2. These findings indicate that respondents are dissatisfied with the overall success of the strategic planning developed by the University Sports Boards in terms of implementation.

According to the respondents to the semi-structured interview, the majority of university sports boards consider the creation of strategic planning and the process of putting it into action to be unimportant. Despite the fact that they are aware of both the formulation and implementation processes, strategic planning is still not given the attention it deserves, which hinders the success of its execution.

However, some university sports boards develop and carry out strategic plans that include vision, accountability, and responsibilities. They have been successful and are thriving in collegiate sports.

The presidents often make critical decisions by themselves without considering the standing committees of the university sports boards, which proves to be unproductive most of the time. When the decisions are made in consultation with the standing committees of the university sports boards, they are always proven to be productive. The standing committees constitute the universities' experts, administrators, coaches, and players.

## CONCLUSION

The objective of this study was to analyze the formulation of strategic planning and its implementation success for the development of sports among the central universities of India. To achieve the objective of the study, a structured questionnaire and a semi-structured interview were used to collect the data from the administrators, coaches, and players of the university sports boards (USBs). The study results reveal that the formulation of strategic planning and its implementation success for the development of sports at the university level is dissatisfying because the university sports boards do not consider it an essential prerequisite for the development of sports in their universities. Performances are not reviewed based on the formulated strategic planning. The plans formulated do not include a vision and long-term

strategic planning for the future development of sports in the universities. Also, they do not have the viability of how the plans can be resourced. The study results further reveal that the university sports boards often do not consult the Administrators, Coaches, Experts, and Players while formulating strategic planning.

This study concludes that the university sports boards of the central universities of India lack the formulation of strategic planning and its implementation success for the development of sports.

The consistent lack of formulation of strategic planning and its implementation success by the university sports boards for the development of sports in the universities of India can be directly linked with the steady decline of sports in the universities of India. The sports in these universities were flourishing in the past. These universities have produced several players in the Olympics and gained international fame, but now it is on the decline (**Wani & Faridi, 2022b**). It is high time for the universities of India to introspect and pinpoint the faults of the decline of the development of sports in these universities.

This study suggests that the university sports boards of the universities of India, particularly of the central universities, must recognize and consider the formulation of strategic planning along with its effective implementation procedure for the development of sports, which includes the formulation of the long-term strategic planning with clear and attainable objectives and the viability of how the formulated strategic planning can be resourced. The formulation of strategic planning must include the vision for the future development of sports, along with regular reviews based on its performance. The university sports boards will have to consult the administrators, coaches, experts, and their players to effectively formulate strategic planning with its successful implementation criterion. Well-organized strategic planning with a practical implementation criterion is the need of the hour to develop sports in Indian universities.

Further research is needed to explore and analyze the reasons for the discrepancies in planning strategies and how those discrepancies can be eliminated to ensure a uniform and successful long-term approach toward development and success in the sports of the university sector in India.

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Table 1, Reference data set for calculating the RIDITs

| Item          | A/HS<br>(5) | F/S<br>(4) | ST/PS<br>(3) | S/DS<br>(2) | N/HDS<br>(1) | $\pi_i$ |
|---------------|-------------|------------|--------------|-------------|--------------|---------|
| SP01.         | 40          | 110        | 103          | 42          | 18           | 313     |
| SP02.         | 72          | 108        | 88           | 28          | 17           | 313     |
| SP03.         | 57          | 99         | 104          | 26          | 27           | 313     |
| SP04.         | 57          | 93         | 89           | 38          | 36           | 313     |
| SP05.         | 45          | 94         | 108          | 35          | 31           | 313     |
| SP06.         | 58          | 72         | 119          | 40          | 24           | 313     |
| SP07.         | 47          | 114        | 108          | 27          | 17           | 313     |
| $f_i$         | 376         | 690        | 719          | 236         | 170          | 2191    |
| $(1/2) * f_i$ | 188         | 345        | 359.5        | 118         | 85           |         |
| $F_j$         | 188         | 721        | 1425.5       | 1903        | 2106         |         |
| $R_j$         | 0.085806    | 0.329073   | 0.650616     | 0.868553    | 0.961205     |         |

Note: A/HS = 5, F/S = 4, ST/PS = 3, S/DS = 2, N/HDS = 1. A: Always, F: Frequently, ST: Sometimes, S: Seldom, N: Never. HS: Highly Satisfied, S: Satisfied, PS: Partially Satisfied, DS: Dissatisfied, HDS: Highly Dissatisfied. \* = multiplied by.

Table 2, RIDITs of the reference data set

| Item  | 5    | 4    | 3    | 2    | 1    | Pi   | Rank | LB   | UB   | W-calculated | sig/no sig         |
|-------|------|------|------|------|------|------|------|------|------|--------------|--------------------|
| SP01. | 0.01 | 0.11 | 0.21 | 0.11 | 0.05 | 0.51 | 4    | 0.47 | 0.54 | 0.04         | No sig. difference |
| SP02. | 0.01 | 0.11 | 0.18 | 0.07 | 0.05 | 0.44 | 1    | 0.41 | 0.47 | 0.90         | Sig. difference    |
| SP03. | 0.01 | 0.10 | 0.21 | 0.07 | 0.08 | 0.49 | 3    | 0.45 | 0.52 | 0.02         | No sig. difference |
| SP04. | 0.01 | 0.09 | 0.18 | 0.10 | 0.11 | 0.51 | 5    | 0.48 | 0.54 | 0.06         | No sig. difference |
| SP05. | 0.01 | 0.09 | 0.22 | 0.09 | 0.09 | 0.52 | 7    | 0.49 | 0.56 | 0.24         | No sig. difference |
| SP06. | 0.01 | 0.07 | 0.24 | 0.11 | 0.07 | 0.52 | 6    | 0.49 | 0.55 | 0.175159     | No sig. difference |
| SP07. | 0.01 | 0.11 | 0.22 | 0.07 | 0.05 | 0.48 | 2    | 0.45 | 0.51 | 0.076546     | No sig. difference |

Notes: LB: lower bound of the 95% confidence interval of mean RIDIT Pi; UB: upper bound of the 95% confidence interval of mean RIDIT Pi,

KS W = 18.54, CHI Square = 12.59, DF = 6

Table 3, rank of the items

| Item  | Rank |
|-------|------|
| SP02. | 1    |
| SP07. | 2    |
| SP03. | 3    |
| SP01. | 4    |
| SP04. | 5    |
| SP06. | 6    |
| SP05. | 7    |