CHAPTER III
RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

A research design is the foundation of all studies. It is an essential part of any research program or strategy. Research is an organised activity in which a scientific technique is used as a process, while a design provides the framework within which the activity is carried out. Johada and Cook (1957) define a research design as the establishment of circumstances for data collection and analysis that balance procedural efficiency with relevance to the study purpose. As a result, the design includes a description of the researcher's processes, from developing the hypothesis and assessing its operational implications to doing the final data analysis (Kothari, 2004).

This study employed a descriptive research technique. When it comes to understanding the relationship between a concept or practice, a descriptive study assists the researcher in gathering reliable and relevant data. This chapter presents the study's research methodology. It includes subject selection, data collection methods, questionnaire design, and an analysis technique.

3.2. PILOT STUDY

According to Porta (2008), a ‘pilot study’ is an initial examination carried out on a limited population to evaluate the methodology and viability of a research design, data collection instruments, and recruiting strategies before starting a larger, more extensive study. The researcher performed a pilot study to examine the feasibility and importance of the present investigation before commencing it. To determine the reliability and validity of the current research project, the researcher conducted a pilot study with 150 stakeholders from various sports organisations in the northeastern states. Given the positive outcome of the analysis, the researcher, therefore, decided to continue with the present study.

3.3. TYPE OF DATA COLLECTED

This study relies on both primary and secondary data to achieve its objective.

Primary: Since this study was ex post facto research, the researcher utilised a questionnaire survey as the main instrument to gather factual information about a range of topics as well as in-person interaction with sports figures.

Secondary: The researcher also collected secondary material from a variety of sources, including books, journals, magazines, bulletins, websites of organisations, social media, newspapers, assembly question and answer sessions, and annual reports of various committees and commissions to strengthen the objectives of the research. The analysis of secondary data clarifies the following focus points.

Implementation: To what extent has sports policy been completely implemented in Northeast India?

Performance: How well has Northeast India attained the objectives of sports policy at achieving excellence in National and International level"?

Impact: How has Sports Policy impacted the development of sports in Northeast India?

The qualitative data gathered from various sources are briefly explained in Part II of the Fourth Chapter.

3.4. METHODS OF DATA COLLECTION

This study employs a mixed-methods approach of qualitative and quantitative techniques to evaluate sports policy implementation and its impact on sports development in Northeast India. Primary data was gathered through structured questionnaires aimed at athletes, coaches and sports administrators. Focus group discussions facilitated stakeholder perspectives on policy effectiveness, infrastructure, and support mechanisms, complemented by field observations at

sports facilities and training centres. Secondary data sources such as state government policy documents, sports federation reports, academic literature, and media records are included, ensuring a comprehensive analysis. To enhance reliability, data triangulation was employed by cross-verifying findings across multiple sources, strengthening the study's validity in assessing policy effectiveness and its socio-economic impact on sports development.

3.5. COLLECTION OF DATA

To gather relevant information for the study, data were collected during a field visit to various Northeast states from the month of April to July. To ensure comprehensive coverage of the target population, the researcher visited the state in person to collect data and speak directly with participants and coaches, resulting in in-depth responses and first-hand observations. Additionally, data was collected for sport administrators through a questionnaire during a visit to sport offices and training facilities, while maintaining the confidentiality of respondents. This mixed-methods approach enabled a comprehensive insight into the implementation of sports policy and its impact on the growth of sports in Northeast India.

3.6. QUESTIONNAIRE DESIGN

To gain a better understanding of the effectiveness of sports policy implementation, the researcher utilized the Critical Success Factors (CSFs) of SPLISS (Sports Policy Factors Leading to National/International Sporting Success) developed by Veerle De Bosscher, a sports policy management professor at Vrije Universiteit Brussel, Belgium. The questionnaire was designed to assess key dimensions of the National Sports Policy 2001, such as financial support, talent identification, sports infrastructure, coaches' development, and competition structures by mapping them to relevant SPLISS pillars. This approach enabled the researcher to collect data reflecting on the perspectives of respondents based on the policy implementation

while also measuring policy effectiveness through evidence-based insights into sports development in the region.

The elements that impact success can be categorized into three levels: Macro, Meso and Micro levels. Macro-level elements such as economy, population, geography, urbanization, politics and national culture. Meso elements, such as the policy and strategy of the government. Micro levels such as the social influence of coaches, parents and friends.

The effectiveness of this model was evaluated based on the levels of a multidimensional approach, such as 'inputs', 'throughputs' and 'outputs. Pillar 1 shows the inputs in the form of financial supports or funding for sport. "Throughputs" are the measures that implement the policy, such as, the best possible technique for managing inputs to achieve the desired result that can lead to greater performance of athletes at the national and international level. The level of throughput is indicated by each of the pillars 2-9. However, the results are the output or the outcome of the implemented policy.

Figure 3.1
SPLISS Conceptual framework

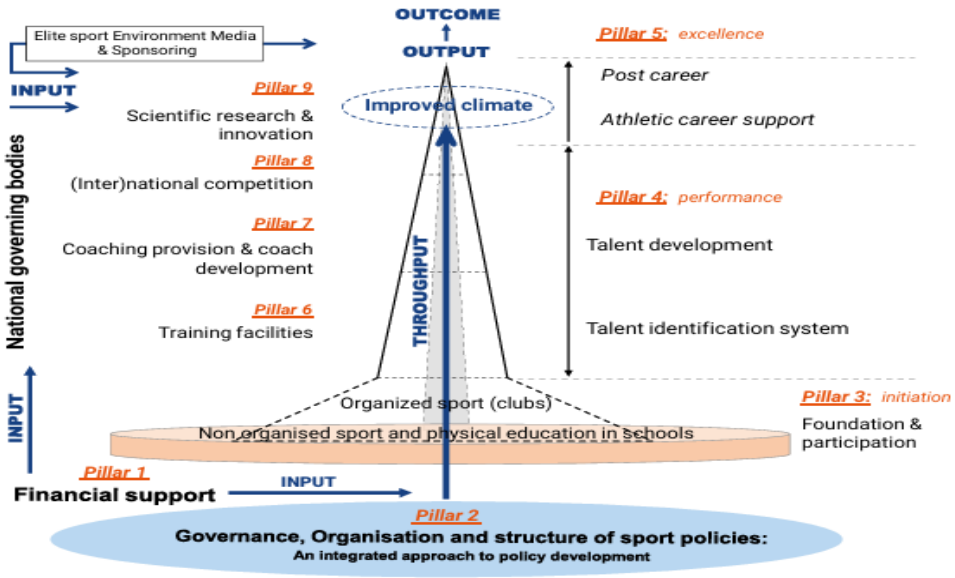

Table 3.1

Alignment of National Sports Policy with the Sports Policy Factors Leading to National/International Sporting Success (SPLISS) Critical Success Factors

SPLISS Pillars	NSP-2001 FACTORS	Alignment Explanation
Pillar 1: Financial Support	Financial Support	Examines budget allocation, funding mechanisms, and financial incentives for sports development.
Pillar 2: Governance and Management	Governance and Policy Implementation (12)	Evaluates the role of sports association, regulatory frameworks, and policy enforcement effectiveness.
Pillar 3: Grassroot Sports Participation	Broad basing in sports (7/9)	Analyses policies encouraging mass participation, grassroots sports, and school-level engagement.
Pillar 4: Talent Identification	Talent Identification and Development (8)	Measures the effectiveness of scouting programs, athlete pathways, and grassroots initiatives.
Pillar 5: Athletic career & Post-Career Support	Athlete Support and Well-being (19)	Examines athlete scholarships, career transition programs, and well-being initiatives.
Pillar 6: Training Facilities	Infrastructure Development (17/10)	Evaluates the availability and quality of sports infrastructure, stadiums, and training centers.
Pillar 7: Coaches Development	Coaching and Training (18)	Assesses policies related to coach education, certification, and continuous development.
Pillar 8: Sports Competition	Sports Competition and Excellence (13/14)	Reviews competition hosted, tournament access, and performance opportunity for athletes.
Pillar 9: Scientific and Technological Support	Sports Science and Performance Enhancement (15)	Focuses on sports science, research, and innovation to enhance athletic performance.

The table above demonstrate the alignment of National Sports Policy 2001 with the Sports Policy Factors Leading to National/International Sporting Success (SPLISS) framework to achieved the objective of the study.

INPUT

Pillar 1. Financial Support

Athletes have better chances to excel in sports with higher sports investment by the Government. According to SPLISS research, the absolute amount of money spent on sports is the best indicator of athletic achievement. Therefore, this pillar looks at important metrics such as the equitable allocation of funds across all sports, adequate support for athletes, conformity to national sports development objectives, and funding source diversification. Furthermore, the efficiency of the existing financial assistance in addressing the requirements of athletes and sports organizations is evaluated.

THROUGHPUT

Pillar 2. Governance and Management

Success in sports is influenced not only by the resources available but also by how sports are structured and organized in society. This pillar looks at important metrics such as clear role distribution and cooperation across sports stakeholders, long-term planning in sports development and accountability and transparency. Clumpner (1994), Oakley and Green (2001b) assert that it is crucial to streamline administration by clearly define the roles and responsibilities of each stakeholder, this will ensure that there is efficient communication throughout agencies. In addition to this, inclusivity in decision-making backed by the participation of athletes, coaches, and stakeholders is also considered.

Pillar 3. Grassroot Sports Participation

Many of the best athletes are produced from early involvement in sports, but the relationship between grassroots participation and elite sports is often debated. The development of young talent through competition and training is facilitated by a strong participation base. This pillar,

therefore, looks at important metrics such as the availability of extracurricular activities, school sports possibilities, and the number of qualified physical education instructors across all grade levels. Additionally, it evaluates initiatives to find and develop competitive athletes, the contribution of sports to the development of transferable qualities like leadership and collaboration, and the availability of funds and policies to support talent development in the region.

Pillar 4. Talent identification System

According to Bloom (1985), there are three stages in developing young talent in sports: the initiation phase, or the introduction phase, where players are introduced to sports and judged based on their ability to perform a particular sport. The second phase is the development or growth phase in which athletes are given training and support to develop their skills. The third phase is the perfection phase, in which athletes can compete in various events, thus excelling in their performance. The fourth phase was added by Wylleman, (2003), which is the discontinuation phase, or the phase in which athletes retire and end their careers.

Therefore, with a special focus on efficient monitoring, scouting and talent recognition techniques to reduce dropout rates, this pillar is concerned with the identification and development of talented athletes. Key elements of this pillar include programs to identify talent at the appropriate age, multidimensional support services tailored to the needs of young athletes, and coordinated assistance in the management of sport and academics during secondary school. Furthermore, the assessment will analyze the amount of openness and fairness in talent selection procedures, the accessibility of talent programs to all socioeconomic strata, and the methods of monitoring and assessing the long-term effect of talent development efforts.

Pillar 5. Athletic career- post-career support

Many athletes fizzle out prematurely long before they hit their peak; this is due to the lack of support from the government or the sports institution they are in. Therefore, this pillar looks into the financial and structural support available to help an athlete sustain a career and realize their full potential. Core indicators include sufficient financial assistance for athletes to allow full attention to training and competition, comprehensive coordinated support programs that include career coaching, legal advice, media training, specific coaching, and access to sports science and medical services. Additionally, the evaluation considers structured junior-to-senior transition plans, designated personnel accompanying the athlete's career journey, and post-career support including financial assistance, job placement opportunities, and educational aid to help individuals transition from competitive athletics to life outside of sports.

Pillar 6. Training Facilities

To achieve success and compete at the highest levels, high-quality facilities, infrastructure, and equipment are essential for the training and development of athletes. As a result, this pillar investigates the availability and accessibility of national and regional sporting facilities in the northeastern state. Some of the key indicators are the maintenance and upkeep of current sports infrastructure for all skill levels of athletes, including disabled persons, and the presence of high-performance facilities that provide administrative assistance, lodging, sports science, and medical services to help athletes perform better. Furthermore, it is crucial to assess the investment in upgrading existing facilities and the establishment of new ones to ensure that all athletes have the opportunity to train in environments that meet international standards.

Pillar 7. Coaches' development

The quality and availability of coaches for athlete development at all levels are very important. This pillar examines the presence of well-trained, experienced coaches in the

northeast region and their opportunities to continue their professional growth. Key areas examine access to certification programs, refresher courses, or information exchange platforms aimed at promoting career advancement. In addition, the evaluation takes into account the financial security of coaching as a profession, the presence of legal status and trade unions for the coaching profession, and access to open communication channels where coaches can relate their needs and experiences before relevant authorities.

Pillar 8. Sports competition (National/International)

The growth and development of athletes is significantly influenced by competition, both nationally and internationally (Crespo, Miley & Couraud, 2001; Green & Houlihan, 2005; Oakley & Green, 2001b). However, hosting an event provide an opportunity for local athletes to participate at the National and International events also contributed to the overall athletes' development. This pillar, therefore, examines the strategic plans and number of national and international sporting activities held in the Northeast region. Indicators include the number of events held in recent years, opportunities for young talent and elite athletes to participate internationally, and financial support for participation in events. In addition, the quality of national competitions compared to international standards and the coordinated long-term planning and financing of event organization are examined.

Pillar 9. Scientific and technological support

Sports science provides a service which establish an excellence culture where all team members such as athletes, coaches, managers, and scientists engaged with one another (Oakley and Green, 2001b). Therefore, this pillar focuses on the scientific research, innovation, and technology inputs in sports development system. Major indicators include funding of sports science, applied research projects, and the implementation of technology in the training environment. It also examines the availability of specific research centres, collaborations with

universities, and access to up-to-date databases for coaches and sports organizations. Furthermore, it looks at how scientific knowledge is integrated into coaching education to ensure that coaches can facilitate effective application and enhancing athlete development.

OUTPUT

Sports Development

The impact of sports policy implementation is reflected at various levels of sports development. Some of the influences can be seen through the participation rates of athletes, Performance and achievements over the years, Community Development, economic development, infrastructure development and so on. Sport is also an important driver of economic growth as it provides jobs, investment and infrastructure opportunities. A well-structured sports system can generate revenue from tourism, sponsorship and the development of professional leagues. Therefore, this research will assess the effectiveness of sports policy implementation and its contribution to sports development using the SPLISS pillar framework. By examining all of the sports policy factors, the study aims to illustrate the catalytic effect of sports policy on the growth and development of sports in the region.

3.7. PRE-TESTING OF THE QUESTIONNAIRE DESIGN

Pre-testing was planned to elicit some of the crucial elements that would enhance both the validity and reliability of the questionnaire. In more precise terms, it was meant to determine:

a. whether or not questions are unbiased and properly understood by the respondents, also checking the clarity of the wordings and grammar to all participants;
b. whether the respondents omitted any answer for a particular question, which could indicate misunderstanding or ambiguity in the idea or language of the question; and

c. whether the application of the design and layout of the questionnaire successfully captured relevant data needed for the study.

Accordingly, a total of 150 stakeholders from different sport organizations and regions were surveyed during the pre-test phase. After feedback and information collected from the pre-test survey, it was established that the respondents had competency in understanding and answering all the items in the questionnaire, thus proving the effectiveness of the survey for further use in the main study.

3.8. RELIABILITY OF QUESTIONNAIRE

To establish the reliability of the data collected through questionnaire, a test-retest reliability method was used. In this case, 150 randomly selected respondents were given the same test on an occasion separated by an interval of 1 day between the first test and the second. During this period, strict attention is given to the development of standardized testing conditions to minimize the possible effect of external influences in response to the questions. The respondents included players, coaches, officials, and sports administrators from various states of Northeast India concerning the diversity of perspectives across various dimensions of sports policy. Using Cronbach's Alpha and SPSS 27.0 software, the consistency of the answers given in the two test sessions was checked to make sure that the data could be used for analysis. The outcomes of the analysis are displayed below in the table, establishing stability and dependability in the data collected.

Table. 3.2

Reliability of Test-retest using Cronbach's Alpha Score

SCALE	DIMENSION	Cronbach's Alpha Score
SPORTS POLICY	Financial Support	.813
	Governance and Management	.995
	Grassroot Sports Participation	.710
	Talent identification	.898
	Athlete career- post-career support	.813
	Training facilities	.927
	Coaches' development	.915
	Sports competition	.921
	Scientific and technological support	.887
IMPACT	Sports Development	.904

3.9. SAMPLING DESIGN

Sample design can be defined as a process, strategy or framework that is followed to select a desired sample from a population to conduct research. It involves a systematic approach to identifying target populations, selecting appropriate sampling methods, and describing sample sizes that are representative for data collection. A well-specified sampling design minimises bias and increases the degree of accuracy of the research findings (Kothari, 2004).

3.9.1. SAMPLE UNIT

To evaluate the sports policy implementation in Northeast India, a sample of key stakeholders such as Athletes, coaches and sports administrators was selected from different states of Northeast India. In particular, the sample includes players and coaches who have

represented the state in various National and International events as well as administrators of various sports training centres such the National Centre of Excellence, Sports Authority of India training centre, Khelo India Sports Centre of Excellence, and State Sports Association. The selection of respondents ensures a diverse representation from different disciplines, including team sports, individual sports, combat sports, racquet sports, and water sports.

3.10. CLASSIFICATION OF SUBJECTS

The subjects for the study were divided into three groups:

Players: Players play a critical role in this research because they rely on infrastructure, financial support, coaching, and competition opportunities for their athletic development. Subjects include players who compete in various games at the state, national, and international levels. These athletes are being trained at state sports facilities including the Khelo India Sports Centre of Excellence, the Sports Authority of India training facility, and the National Centre of Excellence.

Coaches: Coaches play an important part in athletes' development. Their efficacy is determined by their qualifications, expertise, and the resources available to them. This study, however, includes coaches who are currently employed under the state and central government in various training centre within the northeastern state.

Sports Administrator: The implementation of policies and the administration of sports programs is one of the tasks of sports administrators. They work either in state sports ministries, state sports associations or sports training centres. Their daily tasks include management, budget allocation, infrastructure development and athlete support. Therefore, this study, involves sports administrators currently working in various sports organizations in Northeast India as they are in a position to provide first-hand accounts of the challenges and success of implementing interventions.

3.11. SAMPLE POPULATION

The participants in this study were selected from a total population of 2636, which included athletes who represented the country on the national and international level as well as the Northeast Games 2024. Coaches and sports administrators who currently involved in various sports organisations in the region, such as the state sports departments, sports associations and sports training centres. The sampling strategy is uniform so that all groups can be analysed in terms of the effectiveness of sports policies implemented in the region

Table 3.3
Sample Size Distribution

SN	STATE	PLAYERS		COACHES		SPORTS ADMINISTRATORS		TOTAL	
		TOTAL POPULATION	SAMPLE SIZE	TOTAL POPULATION	SAMPLE SIZE	TOTAL POPULATION	SAMPLE SIZE	TOTAL POPULATION	SAMPLE SIZE
1.	ARUNACHAL PRADESH	153	45	32	07	24	08	209	60
2.	ASSAM	572	71	42	09	35	11	649	91
3.	MANIPUR	553	82	14	18	35	07	638	103
4.	MEGHALAYA	205	53	30	11	22	10	257	74
5.	MIZORAM	162	50	20	04	26	07	208	61
6.	NAGALAND	152	62	23	09	20	02	195	73
7.	SIKKIM	163	52	45	05	25	06	233	63
8.	TRIPURA	174	64	55	06	18	06	247	76
	TOTAL	2134	479	297	65	205	57	2636	**601**

Source: Sports authority of India, State sports government website, Northeast Games 2024

3.12. SAMPLE SIZE

The sample size for this study is drawn from a total population of 2636 stakeholders which is players, coaches and sports administrators who are currently involved in various sports organizations of Northeast India. Although a researcher made strenuous efforts to collect complete data from all 2636 respondents, the sample size was limited due to various issues such as unavailability, lack of response and logistical constraints. Out of 750 data that has been collected only 601 were feasible for the study. Despite the limitation, the final sample impressively represents the overall population and with its diverse representation, the data provides a balanced and in-depth understanding on the effectiveness of sports policy implementation in this particular region.

To calculate an adequate sample size from a large population, the researcher used Cochran's formula for finite populations, which is a popular statistical formula applied to compute an optimal sample size with accuracy, reliability, and representativeness of the sample. The formula is especially beneficial in working with finite populations because it assists in making adjustments in the sample size to reflect the total population size and reduce sampling errors.

Since the population (N) is 2636, the researcher used the formula at a confidence level of 99% with a margin of error of 5% to calculate the minimum sample size needed. By establishing the same, the research ensures that the results are statistically significant and can be generalized within a reasonable level of accuracy.

The following is the Cochran formula for an infinite population:

$$n_0 = \frac{Z^2 \cdot p \cdot q}{e^2}$$

For a finite population, the adjusted sample size is:

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Utilizing these equations, the minimum sample size needed for the study was calculated to be 531. However, the researcher was able to obtain data from 750 respondents, out of which 601 were taken up for further analysis, surpassing the desired sample size. This is a significant achievement since the larger sample size not only enhances the statistical power of the research but also raises the level of precision and reliability of findings.

3.13. SAMPLING METHOD USED

To obtain a correlatively balanced and representative selection of respondents from the total population, the researcher utilized the Convenience sampling. *Convenience sampling is the deliberate selection of individuals as per the researcher's convenience of gathering data from the respondents*. The sampling process ensured that stakeholders at various levels of competition, coaching experience and administrative practices were represented. On the other hand, a convenience sample was drawn for all the stakeholders who are easily accessible and available to provide data. Therefore, the selection of stakeholders was randomised, ensuring that there is fairness and avoiding selection bias.

3.14. RESEARCH HYPOTHESES

H_1: There is a significant relationship between various sports policy factors and Sports development among players of various Northeast States.

According to the SPLISS framework, players' development is directly influenced by policy-driven factors such as financial support, access to training facilities, coaching development, and scientific support (De Bosscher et al., 2006). Players interact directly with these resources,

so their perceptions reflect the tangible impact of policy implementation on athletic performance and career progression.

H_2: There is a significant relationship between various sports policy factors and Sports development among coaches of various Northeast States.

Coaches are critical in translating policy into practice. SPLISS identifies coaches' development, training support, and governance quality as pivotal for improving athlete outcomes (De Bosscher et al., 2015). Coaches' perceptions capture how policies facilitate skill development, strategic planning, and effective athlete mentoring.

H_3: There is a significant relationship between various sports policy factors and Sports development among sports administrators of various Northeast States.

Administrators influence governance, resource allocation, and program implementation. SPLISS emphasizes governance structures, management efficiency, and monitoring mechanisms as key pillars affecting sports development (De Bosscher et al., 2009). Their perceptions provide insight into systemic and institutional effectiveness.

H_4: There is a significant relationship between various sports policy factors and Sports development among male respondents of various Northeast States.

H_5: There is a significant relationship between various sports policy factors and Sports development among female respondents of various Northeast States.

Gender differences in access to sports resources and policy benefits are well-documented (Green & Houlihan, 2005). SPLISS highlights inclusive participation and targeted development programs as critical. Evaluating male and female perceptions separately helps

identify disparities in policy reach and effectiveness, which is essential for promoting gender equity in sports.

H_6: There is a significant difference between the opinions of Stakeholders on Sports policy implementation based on their role.

Different stakeholder roles (players, coaches, administrators) interact with policies at varying levels and capacities. SPLISS suggests that perceptions of policy effectiveness may vary based on direct engagement with policy resources (De Bosscher et al., 2015).

H_7: There is a significant difference between the opinions of Stakeholders on Sports policy implementation based on their gender.

Gender influences access to sports infrastructure, talent development, and participation opportunities (Shaw & Hoeber, 2003). Evaluating opinions by gender aligns with SPLISS's emphasis on inclusive and equitable policy implementation.

H_8: There is a significant difference between the opinions of Stakeholders on Sports policy implementation based on their age.

Age can affect experience, exposure to policies, and expectations from sports programs. Younger stakeholders may focus more on training and participation, while older stakeholders may emphasize governance and strategic support (De Bosscher et al., 2006).

H_9: There is a significant difference between the opinions of Stakeholders on Sports policy implementation based on their level of education.

Education influences awareness, understanding, and critical evaluation of policy frameworks. SPLISS emphasizes informed stakeholders for effective implementation, making educational background a relevant differentiator in perceptions (Houlihan & Green, 2008).

H_{10}: There is a significant difference between the opinions of Stakeholders on Sports policy implementation based on their experience level.

Experience shapes familiarity with operational challenges, policy impact, and systemic inefficiencies. Experienced stakeholders may provide more nuanced insights compared to novices, aligning with SPLISS's pillar of long-term athlete and system development (De Bosscher et al., 2015).

H_{11}: There is a significant difference between stakeholders' opinions on Sports policy implementation across Northeast States based on their level of awareness.

Awareness of policies and programs affects how stakeholders perceive effectiveness and outcomes. SPLISS highlights monitoring, evaluation, and communication mechanisms as essential for bridging the gap between policy design and stakeholder engagement (De Bosscher et al., 2006).

3.15. FRAMEWORK OF ANALYSIS

The following weightages have been applied to every dimension within the rating scale. The weightages have been carefully established so that the analysis remains as accurate as possible to enable more comprehensive and structured evaluation.

Condition	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	**1**	**2**	**3**	**4**	**5**

3.16. STATISTICAL TOOL

1. **PERCENTAGE ANALYSIS:**

Percentage analysis was used to measure the frequency and percentage on the demographic profiles of respondents, such as state, gender, age, roles, experience, education, and level of awareness in sports policy.

2. **CORRELATION:**

A statistical method for determining the association and quantifying the strength of the linear relationship between two variables is known as correlation analysis.

3. **ONE WAY- Multivariate analysis of variance (MANOVA)**

MANOVA, also known as multivariate analysis of variance, is a statistical method used to examine how two or more groups differ from one another when there are several dependent variables. By considering the interrelationships between the variables, MANOVA's primary goal is to determine if the means of the dependent variables differ significantly between groups.

In the context of this study, MANOVA can be employed to assess whether stakeholders' perceptions of sports policy implementation differ based on factors such as role (player, coach, administrator), gender, age, education, experience, and level of awareness, while simultaneously analyzing multiple dependent variables derived from the SPLISS pillars, such as Financial Support, Governance and Management, Grassroots Sports Participation, Talent Identification, Athletic Career and Post-Career Support, Training Facilities, Coaches' Development, Sports Competition, and Scientific and Technological Support. This approach allows the study to evaluate differences in stakeholders' opinions across groups while accounting for the interrelated nature of the dependent variables.

4. MULTIPLE REGRESSION

Regression models that employ numerous independent variables to forecast the value of a single dependent variable are known as multiple regression models. In the context of this study, the independent variables include Financial Support, Governance and Management, Grassroots Sports Participation, Talent Identification, Athletic Career and Post-Career Support, Training Facilities, Coaches' Development, Sports Competition, and Scientific and Technological Support. These variables represent the key components of sports policy implementation and the SPLISS pillars that may influence sports development outcomes.

The dependent variables in this study are stakeholders' characteristics, specifically their role (player, coach, or administrator) and gender. By employing multiple regression models, the study aims to analyse the relationship between these independent variables and the perceptions or responses of stakeholders regarding sports policy implementation in Northeast India.

5. TUKEY POST HOC TEST

The Tukey post hoc test in the context of MANOVA (Multivariate Analysis of Variance) is used to determine which specific group means differ after finding a statistically significant result in MANOVA or ANOVA.

3.17. CONCEPTUAL FRAMEWORK

Figure 3.2

CONCEPTUAL FRAMEWORK