

# **Chapter I**

## **INTRODUCTION TO THE STUDY**

Work is an integral part of our everyday life, as it is our livelihood. On an average we spend around twelve hours daily in the work place, which is one third of our entire life and does influence the overall quality of our life. It should yield job satisfaction, give peace of mind, a fulfillment of having done a task, as it is expected, without any flaw and having spent the time fruitfully, constructively and purposefully. Even if it is a small step towards our lifetime goal, at the end of the day it gives satisfaction and eagerness to look forward to the next day.

Within a global context, sports plays a significant role in the generation of economic activity and in the provision of services to spectators, participants, communities, athletes, coaches, administrators and the corporate sector. Sports is an organized, competitive, entertaining and skillful activity requiring commitment, strategy, and fair play, in which a winner can be defined by objective means. It is governed by a set of rules or customs. Activities such as card games and board games are classified as "mind sports" and some are recognized as Olympic sports, requiring primarily mental skills and mental physical involvement. Non competitive activities, for example as jogging or playing are usually classified as forms of recreation.

In sports, a coach is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sports persons. A coach, particularly in a major operation, is traditionally aided in his efforts by one or more assistant coaches. The staff may include coordinators, strength and fitness specialists and trainers.

The potential impediments facing the emergent profession were highlighted by Chelladurai (1986) who questioned the feasibility of sport coaching following the path of more established professions such as law and medicine. Challenges were also highlighted by Lyle (2002) where the characteristics and boundaries of sport coaching.

A significant contribution to the development of coaches through international co-operation has been made by Olympic Solidarity which provides financial support for coaches to undertake education programmes in a range of locations around the globe (Ramezanejad, 2010). The organization of sport coaching is deemed to be weak by comparison with the established professions, with no widespread application of a 'right to practice,' sparse legislative arrangements and fragmented career structures. This scenario is further reflected in sporadic and inconsistent approaches to the licensing and registration of coaches, supported by structured processes for continuous professional development. There are few instances where suitably resourced and independent bodies have the power to discipline or remove coaches from their role. This lack of organization at a professional level is somewhat counter balanced by a wide reaching network of national and international federations, supported by a range of national and international organizations. It is these networks that have been at the forefront of establishing a more coherent approach to coaching, with a clear need for further development and consolidation within and between sports and nations.

## **1.1 QUALITY OF WORK LIFE**

Quality of life is the general well being of individuals and societies. Quality of life has a wide range of contexts, including the fields of international development, healthcare, and politics. Quality of life should not be confused with the concept

of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment but also the built environment, physical and mental health, education, recreation and leisure time and social belonging.

The quality of life is an important concept in many developed countries; however, this has also found its own place in developing countries. Assessing the quality of life is effective to identify social needs in order to enhance mental health services, obtain necessary funds and programs, and improve the quality of life. The concept of quality of work life is associated with an organizational philosophy aiming to enhance the dignity of employees. In some organizations, the QWL programs seek to increase the trust, involvement and problem solving ability among employees, and consequently to improve the satisfaction and organizational effectiveness. The valuable system of life quality focuses on investing on individuals as the most important variable for the strategic management equation; it means that to meet staffs' needs will lead to long-term results for optimization and effectiveness of organizations (Aboufazl Dehnavi, 2013).

Quality of work life (QWL) refers to the favourableness or unfavourableness of a job environment for the people working in an organization. The period of scientific management which focused solely on specialisation and efficiency, has undergone a revolutionary change. The traditional management gave inadequate attention to human values. In the present scenario, needs and aspirations of the employees are changing. Employers are now redesigning jobs for better QWL (Ranganayakulu, 2004).

The term 'quality of work life (QWL) has different meanings of different peoples, some consider it industrial democracy or codetermination with increased employee participation in the decision making process. For others, particularly managers and administrators, the term denotes improvement in the psychological aspects of work to improve productivity. Unions and workers interpret it as more equitable sharing of profits, job security and healthy and human working conditions. Others view it as improving social relationships at workplace through autonomous workgroups-Finally others take a broader view of changing the entire organizational climate by humanizing work individualizing organizations and changing the structural and managerial systems.

In general terms, QWL refers to the quality of relationship between employees and the total working environment. According to Harrison, QWL is the degree to which work in an organization contributes to material and psychological wellbeing of its members. One expert defines quality of working life as "a process of joint decision making, collaboration and building mutual respect between management and employees" (Harrison, 1985).

According to the American Society of Training and Development, it is "a process of work organization which enables its members at all levels to actively participate in shaping the organization's environment, methods and outcomes. This value based process is aimed towards meeting the twin goals of enhanced effectiveness of organization and improved quality of life at work for employees" (Skrovan, 1980).

Broadly the definition of quality of work life involves four major parts: safe work environment, occupational health care, suitable working time and appropriate salary the safe work environment provides the basis for the person to enjoy working. The work should not pose a health hazard for the person. The employer and employee, aware of their risks and rights could achieve a lot in their mutually beneficial dialogue the working time has been established by the state according to legislation. The standard limits on overtime, rest days and public holidays etc. have also been stipulated. The appropriate salary is agreed upon by the employee and the employer and fixed by the Pay Commission. The Government also establishes the rate of minimum wage, the employer should not pay less than that to the employee.

## **1.2 COACH**

Etymologically, the English term “coach” is derived from a medium of transport that traces its origins to the Hungarian word *kocsi* meaning “carriage” that was named after the village where it was first made. The term coach is sometimes equivalent to the term manager in other developed countries in reference to the director of a sporting team. The term "coach" has been expanded greatly in American English usage especially in recent years, to include such nonsports related concepts. (Lopiano, 1986).

Coaching entails the application of sport tactics and strategies during the game or contests itself, and usually entails substitution of players and other such actions as needed. Most coaches are former participants in the sports in which they are involved, and those who are had extensive training in their sport. In some professional sports operations the head coach also serves as general manager, the team executive

responsible for acquiring the rights to players and negotiating their contracts, generally in recent years with their agents, and for trading or dismissing players, but these roles have been increasingly likely to be seen as separate functions fulfilled by separate persons in more recent years. Many coaches, usually those of sponsored sports teams, also bear the responsibility of teaching the skills, rules and tactics involved in a particular sport to its players. This can be accomplished individually, by team, by division (ex. Defensive Coaching, Offensive Coaching, etc.) or by position (ex. receiver coach, quarterback coach, etc.) where applicable. There is a necessarily a head coach who oversees all other coaches as a supervisor (Lyle, 2002).

A coach, particularly in a major operation, is traditionally aided in his efforts by one or more assistant coaches. Many times, in major team sports the head coach has little to do with the development of details such as techniques of play or placement of players on the playing surface, leaving this to assistants while concentrating on larger issues. A head coach is a professional at training and developing sports men and women. He is typically paid more than other coaches. Other coaches are often subordinate to the head coach, often in offensive positions or defensive positions and occasionally proceeding down into individualized position coaches. One of the major features of coaching is the high turnover rate for jobs. With few exceptions college coaches often routinely change jobs, rarely staying with players. A college coach acts as the face of a team, at an age when many young players do not wish to be hounded by media. They are often called upon to discuss off the field incidents such as rule infractions or player antics.

Coaching is a very fickle profession and a reversal of the team's fortune often finds last year's "Coach of the Year" to be seeking employment in the next. Many coaches are former players of the sport themselves, and coaches of professional sports teams are sometimes retired players. Successful coaches often become as well or even better known than the athletes they coach, and in recent years have come to command high salaries and have agents of their own to negotiate their contracts with the teams. Often the head coach of a well known team has his or her own radio and television programs and becomes the primary "face" associated with the team. Any student athlete who enters a sport program has the right to expect quality coaching and instruction. Most parents are very particular about the educator chosen to teach their children in a school classroom, yet are not similarly concerned about who coaches their youngsters in athletics. Professionals involved in athletics agree that the coach is the single most important factor affecting the athlete (Chan et al., 2011).

Coaches have a significant impact on the lives of their young athletes and the student athlete deserves a competent, well trained leader. The coach is an important role model and influences values and attitudes (Sabock, 1986). Concern for the professional preparation of coaches at the high school level began as early as 1950 and in the late 1960s a coaching certification task force was formed by the Division of Men's Athletics (DMA), a substructure within the American Association of Health, Physical Education, Recreation and Dance (AAHPERD). The task force recommended the establishment of certification standards for teachers who wanted to coach by implementing coaching certification programs in conjunction with colleges to ensure a minimal degree of competency (Sisley & Wiese, 1987).

As the need for qualified coaches increased, a declining enrollment and a depressed economy decreased the demand for classroom teachers. Concurrently, many of the teachers/coaches were retiring from coaching yet retaining their teaching positions (Broderick, 1984). Declining enrollment, maturing staffs, seniority systems, a declining economy, and the explosion of female participation in sports programs, all contributed to a demand for qualified coaches that exceeds the supply. Many states have had difficulty filling coaching positions, and were forced to change or make exceptions to their standards to meet coaching requirements. As a resolution to the demand conflict, many states and schools changed their policies and hired non educators to coach.

Kirscht & Dillehay (1967) placed coaches in five general categories, the authorization coach, the nice guy coach, the intense or drive coach, the easy going coach, and the business like coach, each of five personality types is able to more effectively handle certain types of athletes. The authorization coach best handles the common because he provides the necessary direction. The nice guy coach best handles the sensitive athletes, because he more able to provide the needed support. The unmotivated athletes who needs a push is best handled by the intense coach, while a bright and perceptive athletes works best with the easy going coach. The business like coach is most effective with the talented that need developing because he is best able to provide him with the organized direction. A coach should remain sensitive and he should never loose of the fact that the athlete's personality is likely to be a reflection of his own personality.



### **1.2.1 Responsibilities of Sports Coaches**

A good coach will always know that he/she has many responsibilities which are as follows,

- Know how to communicate effectively with athletes
- Understand the learning process and training principles
- Understand and implement appropriate teaching methods
- Understand the various coaching styles
- Understand the capabilities of growing children
- Advise athletes on safety
- Understand the causes and recognize the symptoms of over training
- Understand how to reduce the risk of injury to athletes
- Prepare training programs to meet the needs of each athlete
- Assist athletes to develop new skills
- Use evaluation tests to monitor training progress and predicting performance
- Advise athletes on their nutritional needs
- Understand and know how to develop the athletes energy systems
- Advise athletes on relaxation and mental imagery skills
- Advise athletes on the use of legal supplements
- Evaluate the athletes competition performance
- Evaluate athlete/training and athlete/coach performance

### 1.2.2 Roles of Sports Coaches

Coach has to fulfill many roles. They are as follows:

- **Advisor** – Advising athletes on the training to be conducted and suitable kit and equipment.
- **Assessor** – Assessing athlete's performance in training and in competition.
- **Chauffeur** –Transporting them to sporting events if parents or family are unavailable to take them.
- **Counselor** – Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.
- **Demonstrator** – Demonstrate to the athletes the skill you require them to perform. To achieve this it is important that you also keep fit.
- **Friend** – Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their personal problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a coach and friend will be lost.
- **Facilitator** – Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.
- **Fact finder** – Gathering data of national and international results and to keep abreast of current training techniques.
- **Fountain of knowledge** – This may be the part of an advisor role in that they will often asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.
- **Instructor** – Instructing athletes in the skills of their sport.

- **Mentor** – When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.
- **Motivator** – Maintain the motivation of all the athletes the whole year round.
- **Organizer and planner** – Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.
- **Supporter** – Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a “friend” and perhaps “Counselor” could come in under supporter too.

### 1.3 COACHING

Coaching is training or development in which a person called a "coach" supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a "coachee". Coaching means informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance to general overall development. The first use of the term coaching to mean an instructor or trainer arose around 1830 in Oxford University slang for a tutor who "carries" a student through an exam. Coaching thus has been used in language to describe the process used to transport people from where they are, to where they want to be. The first use of the term in relation to sports came in 1861. (Lyle, 2002).

Historically, the evolution of coaching has been influenced by many other fields of study including those of personal development, adult education, psychology and other organizational or leadership theories and practices. In coaching process, scientific knowledge from the fields of neuroscience and psychology may be applied, yet often coaching conversations are considered to be an art form. Sports coaches help people participating in sports to work towards achieving their full potential. They may support professional sportspeople, sports teams, community teams, working with them closely to improve performance. They may also have a role in encouraging underrepresented groups or young people to participate in sporting activities (Chelladurai, 1986).

Sports coaches bring out ability by identifying needs, planning and implementing suitable training programmes. Whatever the context, coaching involves developing the participants' physical, psychological fitness and providing the best possible practical conditions in order to maximise their performance. Coaches must be aware of their ethical and legal obligations to their clients. Many coaches combine coaching with other, often full time, jobs. Many sports coaches work part time and unpaid, offering their coaching services on a purely voluntary basis (Juozas, & Ceslovas, 2010).

### **1.3.1 Coaches Activities**

Coaching roles vary hugely according to context, but typical work activities are likely to include (Chelladurai, 1986):

### **1.3.1.1 Performance Management**

1. Evaluating performance and providing suitable feedback, balancing criticism with positive and motivating comments.
2. Assessing strengths and weaknesses in a participant's performance and identifying areas for further development.
3. Adapting to the needs and interests of group or individual participants.
4. Communicating instructions and commands using clear, simple language.
5. Demonstrating an activity by breaking the task down into a sequence.
6. Encouraging participants to gain and develop skills, knowledge and techniques.
7. Ensuring that participants train and perform to a high standard of health and safety at all times.
8. Inspiring confidence and self belief.
9. Developing knowledge and understanding of fitness, injury, sports psychology, nutrition and sports science.
10. Working with IT based resources to monitor and measure performance.
11. Acting as a role model, gaining the respect and trust of the people you work with.
12. Liaising with other partners in performance management, such as physiotherapists, doctors and nutritionists.
13. Working to a high legal and ethical standard at all times, particularly in relation to issues such as child safeguarding and health and safety requirements.

### **1.3.1.2 Planning and Administration**

1. Producing personalised training programmes.
2. Maintaining records of participant performance.

3. Coordinating participants' attendance at meetings and other sports events.
4. Planning and running programmes of activities for groups and/or individuals.
5. Transporting participants to training sessions and sports events.
6. Seeking and applying for sponsorship agreements.
7. Finding appropriate competitions for participants.
8. Planning own work schedule.

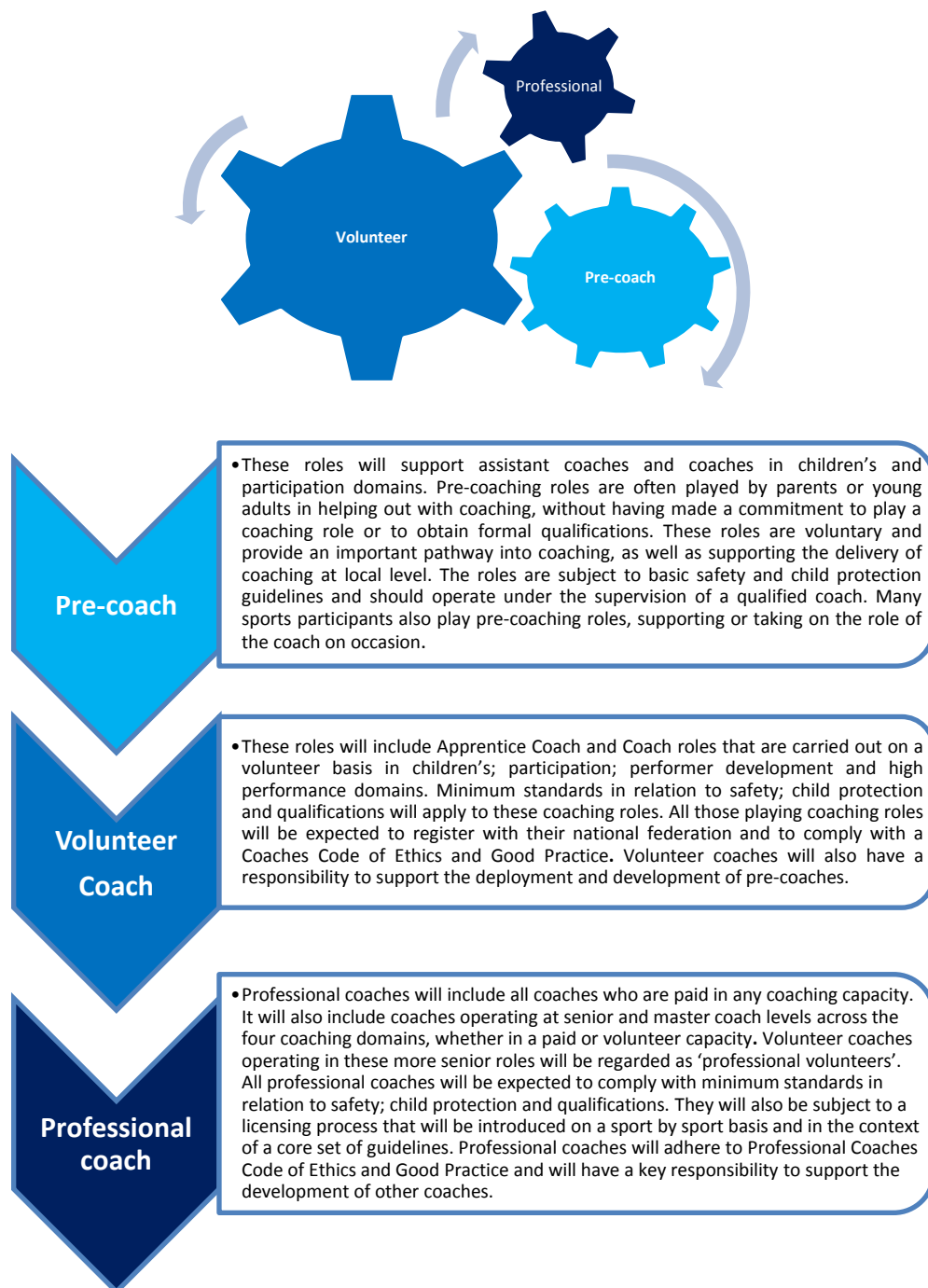
### **1.3.2. Challenges for Sport Coaching**

It is apparent that there are a number of significant impediments to the positioning of sport coaching alongside such models. Coaching has evolved in very different ways from the regulated professions. In many countries, there can be very early entry into coaching activities, with high school-aged youth assuming coaching roles in the introduction of young children into sport, and late entry by athletes who may continue to compete until their late 30s and 40s and then decide to coach, and by parents who assume volunteer coaching roles for their children's teams (Chan, Lonsdale & Fung, 2011).

In looking at the overall coaching terrain – it is apparent that there are wide variations across the standard occupations, coaching domains, roles (pre-coaching; assistant coach, coach, senior coach, master coach), status (full-time, part-time and volunteer), qualifications (degree in coaching, certification in coaching) and experience levels of the coaches. An additional advantage is that sport and country specificity may be accommodated, given the propensity in some cases to rely entirely on paid coaches, whilst in others the balance is strongly towards volunteer input (Tutko & J.W.Richards, 1979). Figure 1.1 illustrates the suggested model adopted from SASCOC, 2011.

Figure 1.1

### A Blended Model of Professional Identity in Sport Coaching (Adapted from SASCOC, 2011)



## **1.4 FACTORS DETERMINING THE QUALITY OF WORK LIFE**

The factors that influence and decide the Quality of work life are (Garg et al., 2012):

1. Attitude
2. Environment
3. Opportunities
4. Nature of Job
5. People
6. Stress Level
7. Career Prospects
8. Challenges
9. Growth and Development
10. Risk Involved and Reward

### **1.4.1 Attitude**

The person who is entrusted with a particular job needs to have sufficient knowledge, required skill and expertise, enough experience, enthusiasm, energy level, willingness to learn new things, dynamism, sense of belongingness in the organization, involvement in the job, inter personnel relations, adaptability to changes in the situation, openness for innovative ideas, competitiveness, zeal, ability to work under pressure, leadership qualities and team-spirit.

### **1.4.2 Environment**

The job may involve dealing with customers who have varied tolerance level, preferences, behavioral pattern, level of understanding; or it may involve working with dangerous machines like drilling pipes, cranes, lathe machines, welding and soldering machines, or even with animals where maximum safety precautions have to



be observed which needs lot of concentration, alertness, presence of mind, quick with involuntary actions, synchronization of eyes, hands and body, sometimes high level of patience, tactfulness, empathy and compassion and control over emotions.

### **1.4.3 Opportunities**

Some jobs offer opportunities for learning, research, discovery, self-development, enhancement of skills, room for innovation, public recognition, exploration, celebrity-status and loads and loads of fame. Others are monotonous, repetitive, dull, routine, no room for improvement and in every sense boring. Naturally the former ones are interesting and very much rewarding also.

### **1.4.4 Nature of Job**

For example, a driller in the oil drilling unit, a diver, a fire-fighter, traffic policeman, tram engine driver, construction laborers, welder, miner, lathe mechanic have to do dangerous jobs and have to be more alert in order to avoid any loss of limb, or loss of life which is irreparable; whereas a pilot, doctor, judge, journalist have to be more prudent and tactful in handling the situation; a CEO, a professor, a teacher have more responsibility and accountability but safe working environment; a cashier or a security guard cannot afford to be careless in his job as it involves loss of money, property and wealth; a politician or a public figure cannot afford to be careless, for his reputation and goodwill is at stake. Some jobs need soft skills, leadership qualities, intelligence, decision making abilities, and abilities to team and extract work from others; other jobs need forethought, vision and yet other jobs need motor skills, perfection and extreme carefulness.

### **1.4.5 People**

Almost everyone has to deal with three set of people in the work place. Those are namely boss, co-workers in the same level and subordinates. Apart from this, some

professions need interaction with people like patients, media persons, public, customers, thieves, robbers, physically disabled people, mentally challenged, children, foreign delegates, gangsters, politicians, public figures and celebrities. These situations demand high level of prudence, cool temper, tactfulness, humor, kindness, diplomacy and sensitiveness.

#### **1.4.6 Stress Level**

All these above mentioned factors are inter-related and inter-dependant. Stress level need not be directly proportional to the compensation. Stress is of different types mental stress/physical stress and psychological or emotional stress. A Managing Director of a company will have mental stress, a laborer will have physical stress, and a psychiatrist will have emotional stress. Mental stress and Emotional stress cause more damage than physical stress.

#### **1.4.7 Career Prospects**

Every job should offer career development. That is an important factor which decides the quality of work life. Status improvement, more recognition from the Management, appreciations are the motivating factors for anyone to take keen interest in his job. The work atmosphere should be conducive to achieve organizational goal as well as individual development. It is a win-win situation for both the parties; an employee should be rewarded appropriately for his good work, extra efforts, sincerity and at the same time a lethargic and careless employee should be penalized suitably; this will motivate the former to work with more zeal and deter the latter from being so, and strive for better performance.

#### **1.4.8 Challenges**

The job should offer some challenges at least to make it interesting. That enables an employee to upgrade his knowledge and skill and capabilities; whereas the

monotony of the job makes a person dull, non-enthusiastic, dissatisfied, frustrating, complacent, initiative - less and uninteresting. Challenge is the fire that keeps the innovation and thrill alive. A well-accomplished challenging job yields greater satisfaction than a monetary perk; it boosts the self-confidence also.

#### **1.4.9 Growth and Development**

If an organization does not give chance for growth and personal development it is very difficult to retain the talented personnel and also to find new talent with experience and skill. Risk Involved and Reward: Generally reward or compensation is directly proportional to the quantum of work, man-hours, nature and extent of responsibility, accountability, delegated powers, authority of position in the organizational chart, risk involved, level of expected commitment, deadlines and targets, industry, country, demand and supply of skilled manpower and even political stability and economic policies of a nation. Although risk is involved in every job its nature and degree varies in them; all said and done, reward is a key criteria to lure a prospective worker to accept the offer.

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## **1.5 STUDY ORGANISATIONS**

### **1.5.1 Government Sector Organizations:**

The government sector organizations are governed by either State Government or Central Government under specific Acts, Statutes or Laws.

#### **1.5.1.1 Sports Development Authority of Tamil Nadu (SDAT)**

The Sports Development Authority of Tamil Nadu is the official sports organ of the Government of Tamil Nadu. The Sports Development Authority of Tamil Nadu was constituted during the year 1992 by merging the erstwhile Directorate of Sports and Youth Services and Tamil Nadu State Sports Development Corporations. Its role is to promote sports and physical fitness throughout the state, utilizing resources drawn from Government, Sports Associations, Sports minded philanthropists, institutions and anyone committed to sports physical fitness. The main focuses of Sports Development Authority of Tamil Nadu are 1. Providing opportunities for talent identification, 2. Develop identified talent to excellence at State, National and Internal levels, 3. Brinding in a competition culture throughout the State in order to promote physical fitness, talent identification, competitiveness and brotherhood, 3. Establishing sports infrastructure and encouraging the same in the private arena to suit a wide range of requirements from community level sports meets to that of international competitions, 4. To develop appropriate coaching methods through coaching clinics, workshops, courses in India and abroad so as to ensure that correct techniques are taught at the learning stage and appropriate techniques towards international performances are in line with research based advancements abroad.

### 1.5.1.2 Sports Authority of India (SAI)

The Sports Authority of India (SAI) is a body set up by the Ministry of Youth Affairs and Sports, Government of India. It was created in 1984 to help promote sport throughout the country, with its headquarters at Jawaharlal Nehru Stadium Complex, New Delhi. It has seven regional centres at Bangalore, Bhopal, Gandhinagar, Kolkata, Sonapat, Delhi, Mumbai and Imphal and two sub-centres at Guwahati and Aurangabad. Netaji Subhas National Institute of Sports, Patiala, the Lakshmibai National College of Physical Education, Thiruvananthapuram are the major sports institutes run by this body. It has also a High Altitude Training Centre at Shillaroo, Himachal Pradesh.

The Sports Authority of India implements the following sports promotion schemes to promote sports in India.

#### 1. National Sports Talent Scheme [NSTC & Sub Schemes]

- Sub-Junior Level : 8-14 Years
- No. of Centers : 56
- No. of Trainees : 1060

#### 2. Army Boys Sports Company [ABSC]

- Sub-Junior Level : 8-16 Years
- No. of Centers : 18
- No. of Trainees : 1049

#### 3. Centre of Excellence [COE]

- Senior Level : 17-25 Years
- No. of Centers : 15
- No. of Trainees : 556

#### 4. SAI Training Centers

- Junior Level : 14-21 Years
- No. of Centers : 56
- No. of Trainees : 5394
- Ext. Centers of STC/SAG
- Junior Level : 14-21 Years
- No. of Centers : 70
- No. of Trainees : 1183

#### Special Area Games

- Junior Level : 14-21 Years
- No. of Centers : 19
- No. of Trainees : 1676

#### Come and Play

- No. of Centers : 53
- No. of Trainees : 18195

#### **1.5.1.3. Public Sector Undertakings**

The government-owned corporations are termed as Public Sector Undertakings (PSUs) in India. In a PSU majority (51% or more) of the paid up share capital is held by central government or by any state government or partly by the central governments and partly by one or more state governments.

Public Sector Undertakings (PSUs) have laid a strong foundation for the industrial development of the country. The public sector is less concerned with making profits. Hence, they play a key role in nation building activities, which take the economy in the right direction. PSUs provide leverage to the Government (their controlling shareholder) to intervene in the economy directly or indirectly to achieve the desired socio-economic objectives and maximize long-term goals.

### **1.5.2 Private Sector Organizations:**

The private sector organizations are owned and governed by private institutions/or trusts/or societies/or individuals/or groups. Usually as a means of enterprise for profit, and its economy segment is not directly controlled or operated by the Government.

#### **1.5.2.1 Sports Clubs**

A Sports Club is an organization formed by individuals with a common interest in a particular sport or leisure activity. A Sport Club's primary goal is to promote and develop interest in the particular sport, to recruit new members, and develop sport-specific and leadership skills. The main role and objectives of the sports clubs are to train the sports trainees in the specialized sports to excel in their sports carrier. There are many sports clubs in Tamil Nadu. Sports Clubs may be recreational, instructional and/or competitive in nature.

***Recreational:*** Sports Clubs provide opportunities for participation in a sport or leisure activity with participation and enjoyment being the sole purpose for the organization.

***Instructional:*** The primary purpose of instructional clubs focuses on instruction and development of common skill, introduce the sport to individuals, advance the skills of others and increase overall participation.

***Competitive:*** A Sports Club that is highly organized and provides instruction and competition at the extramural level is in this classification. Competitive Sport Clubs are generally characterized by their participation in a league or conference and their affiliation with a regional or national governing body.

### **1.5.2.2 Sports Academies**

The Sports Academy is a tremendous platform for any sports person wishing to develop their technical and tactical skills which will ultimately improve overall performance and success in their chosen sports. The sports academy has very important role to make sports person to participate in various sports competition by providing a specialist training or coaching by the qualified coaches.

### **1.5.2.3 Educational Institutions**

Apart from the academic activities, many of the educational institutions are concentrating with the development of sports activities in their institutions is to engage students in creating and maintaining healthy lifestyles by balancing the demands of academic pursuits with the benefits of wellness through physical fitness and recreation activities. The educational institutions offer a unique opportunity for students to receive high-level coaching and competition experience by qualified coaches alongside their academic study.

## **1.6 STATEMENT OF THE PROBLEM**

The purpose of the study was to carry out an extensive study in Tamil Nadu to find out the level of quality of work life among the sports coaches working for various organizations.

## **1.7 SIGNIFICANCE OF THE STUDY**

A happy and healthy employee will give better turnover, make good decisions and positively contribute to the organizational goal. An assured good quality of work life will not only attract young and new talent but also retain the existing experienced



talent. By conducting this study, the researcher will be able to know the level of quality of work life among the sports coaches in Tamil Nadu. This study will help the organizations to find out the existing quality of work life of coaches in their respective work places. This would help them to understand in what areas they have to concentrate more on improving the level of the work life of the coaches which will in turn make the coaches happy and motivated. Because motivated and committed coaches can make the trainees to achieve their objectives.

### **1.8 OBJECTIVES OF THE STUDY**

The broad objective of the study is to examine the quality of work life among the sports coaches working at various organizations in Tamil Nadu. Keeping this in view, the following specific objectives are set for the study.

1. To know the demographic profile of Coaches working at different organizations.
2. To find out the existing level of quality of work life among Coaches working at different organizations.
3. To assess whether there is any impact of demographic variables of Coaches on quality of work life.
4. To identify the significant variables that influence quality of work life among Coaches.
5. To give suitable recommendations to the study organizations, so as to enable them to improve quality of work life of their Coaches.

## **1.9 LIMITATIONS**

This study was limited to the following aspects.

1. For measuring quality of work life, Richard Walton's eight point factors have been considered. There may be other factors having impact on quality of work life which are not considered for this study.
2. The findings of this study are based on the information supplied by the respondents which might have its own limitations. The attempted objectivity has naturally been constrained by the extent of the respondent's readiness to give correct information. Possibility of hiding certain facts on the part of respondents could not completely be ruled out, although all possible efforts have been made to elicit authentic information.
3. No attempt was made to determine whether the coaches are having the same degree of motivation during survey period.
4. The study area is confined to Tamil Nadu only.
5. The study period is confined to six months starting from September, 2013 to March, 2014.

## **1.10 DESIGN OF THE STUDY REPORT**

The study report has been organized into seven chapters.

Chapter one contains statement of the problem, significance of the study, objectives of the study, limitations and design of the study report.

Chapter two discusses review of earlier studies related to quality of work life and sports coaches.

Chapter three discusses an overview of quality of work life and its definition, dimensions, benefits, techniques and various factors used for measuring quality of work life.

Chapter four discusses about the methodology of the study in detail. It contains the research design, type of data collection, methods of data collection, questionnaire design and pre testing, sampling design, research hypotheses and frame work of analysis.

Chapter five analyses the demographic profile of the coaches working at various organizations.

Chapter six analyses the measurement and comparison of quality of work life of the coaches. It also shows details of coaches' opinion about different factors considered for quality of work life.

Chapter seven deals with the findings, recommendations and conclusions along with the future directions of the study.