

IMPACT OF NEED SATISFACTION WITH SPECIAL REFERENCE TO CO-CURRICULAR ACTIVITIES ON EMOTIONAL INTELLIGENCE OF TEACHERS AT HIGHER LEVEL EDUCATION IN ISLAMABAD

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ABSTRACT

The study was designed to assess the impact of "need satisfaction with special reference to co curricular activities" on the "emotional intelligence" of the teachers serving in the universities of Islamabad. The research was extended to sketch a comparison on the foundation of gender, qualification and experience also. Population of the research was based on all the faculty members (11,092) serving in the universities of Islamabad. The sample was consisted of 300 faculty members. Two questionnaires were used as data collection tool. One was developed by the researcher to assess the "need satisfaction with special reference to co curricular activities" of the employees. It was based on 30 items. The other was 'trait emotional intelligence questionnaire' that was developed by Petrides & Furnham (2006). It was also based on 30 items. The data revealed that the "need satisfaction with special reference to co curricular activities" had no significant impact on the emotional intelligence of the employees. Significant difference was found between male and female employees' need satisfaction but there was no significant difference in emotional intelligence. No significant difference was found among need satisfaction and emotional intelligence on the basis of educational qualification and experience as well. Thus it was recommended that the programmes related to co curricular activities may be carefully planned. There may be the need of proper planning and revision of policy in this regard by the universities.

Key Words: Trait Emotional Intelligence, Need Satisfaction, Co Curricular Activities and Emotional Intelligence.

INTRODUCTION

'Emotional intelligence' (EI) is one of the important factors to live successfully in the society. The society is a combination of people with different backgrounds, thoughts, ideas and emotions.

To deal with the people and to develop healthy relations is one of the skills of human intelligence. This skill can be called as emotional intelligence. 'Emotional Intelligence' (EI) can be

described as the skill to value emotions and feelings of the people around a person. Thorndike (1920) described "Emotional Intelligence" as a form of "social intelligence" (Goleman 1995). The history of the concept of 'emotional intelligence' can be traced by the Multiple Intelligence Theory presented by Gardner (1983). Gardner (1983) introduced the concept that every child is intelligent but in his own way. He argued that each child is unique and different in his abilities. He presented various types of intelligences by focusing on the point that different people possess different form of intelligence. 'Emotional intelligence' was one of these forms of intelligences. Salovey and Mayer (1990) worked on the same concept given by the Gardner and extended his idea by presenting a complete model of 'Emotional Intelligence'. They defined 'Emotional Intelligence' as "a form of social intelligence which included the ability to perceive, understand, and manage one's own emotions and those of others".

'Emotional Intelligence' is the most important factor of human life. It helps to live a socially successful life. It becomes more

important when we are concerned with work environment. 'Emotional Intelligence' is affected by the social norms, values and environment in different cultures. It differs from person to person as well. It is a universal fact that the people with satisfied needs can concentrate on the social relationships and human dealings in a better manner. When people with different levels of 'Emotional Intelligence' ability join together in an organization as employees, it develops the work culture. The healthy relations between the employees affect the work productivity.

Although, the 'Emotional Intelligence' is an essential ability to be looked in the selection of employees. However, it becomes more needed when the employees are of the field of education and especially teachers. Their emotional stability will result in the emotional stability of the nation. It is also a fact that the co curricular activities are considered an effective tool to develop the social relationships and ability to deal and understand the people. However it is observed that in the educational institutions of Pakistan specially at higher level of education the co

curricular activities are ignored. The students are more tend towards the research and curricular activities in the universities and in this situation usually the co curricular activities are often ignored by the administration and the students both. Thus the researcher felt the need to explore the effect of need satisfaction with special reference to co curricular activities on the 'Emotional Intelligence'. Further to assess the 'Emotional Intelligence' of the teachers with reference to the demographic variables.

Research Objectives

1. To assess the impact of "need satisfaction with special reference to co curricular activities" on the 'Emotional Intelligence' of the teachers.
2. To compare "need satisfaction with special reference to co curricular activities" of male and female teachers.
3. To compare 'Emotional Intelligence' of male and female teachers.
4. To compare the "need satisfaction with special reference to co curricular activities" of the teachers on the basis of educational qualification.
5. To compare the 'Emotional Intelligence' of the teachers on the basis of educational qualification.
6. To compare the "need satisfaction with special reference to co curricular activities" of the teachers on the basis of experience.
7. To compare the 'Emotional Intelligence' of the teachers on the basis of experience.

Research Hypothesis

- Ho1 There is no impact of "need satisfaction with special reference to co curricular activities" on the 'Emotional Intelligence' of the teachers.
- Ho2 There is no difference in "need satisfaction with special reference to co curricular activities" of male and female teachers.
- Ho3 There is no difference in 'Emotional Intelligence' of male and female teachers.
- Ho4 There is no difference in "need satisfaction with special reference to co curricular activities" of the teachers on the basis of educational qualification.

Ho5 There is no difference in 'Emotional Intelligence' of the teachers on the basis of educational qualification.

Ho6 There is no difference in "need satisfaction with special reference to co curricular activities" of the teachers on the basis of experience.

Ho7 There is no difference in 'Emotional Intelligence' of the teachers on the basis of experience.

the emotional and social intelligence are basically the same things (Wubbels and Levy 1991).

With the passage of time the idea of 'Emotional Intelligence' has been popularized among the educationists and researchers yet there are multiple arguments in this regard. Some people are of the view that it is not a form of intelligence and even if we consider it a form of intelligence, it is difficult to measure it (Graves 2000). Although the term 'Emotional Intelligence' is a broad term, still people consider it a form of intelligence and on the same point some also refer it to the inter and intra personal intelligence (Suwandee, 1995). Researchers also are of the view that to live successfully in this society the person needs a good amount of 'Emotional Intelligence' along with the other basic skills (Goleman op.cit.; Mayer and Salovey, 1997). Some people have also the view that if we consider it as a form of intelligence it means that we are considering it something predetermined and measurable (Jarvis 2005), however according to some researchers emotional quotient is not fixed but capable of change (Goleman op.cit.;

Literature Review

In 1983 Gardner presented his theory titled as the 'Multiple Intelligence Theory'. This theory provided a new dimension to the concept of intelligence. The focus of the theory was on the point that every child is intelligent in his/her own dimension. Initially he gave eight major dimensions of intelligence. One of which was social intelligence. Later on many researchers worked on his concept and extended his idea. Although the concept of 'Multiple Intelligence' is formally referred to Gardner but before this in 1920 Thorndike had also discussed this idea and he argued that

Mayer and Salovey 1997). It is also the fact that the 'Emotional Intelligence' and the human ability to deal and understands others differ from time to time, situation to situation and person to person. It is also affected by the environment and training. It is a general assumption that the people with satisfied need and life conditions can be emotionally stable as well. While on the other hand the people with issues in the fulfillment of basic needs can be emotionally disturbed. For an example the theory of "Existence, Relatedness, and Growth" commonly known as "ERG" can be considered as a scale to assess the needs satisfaction. "It is one of four content approaches that consider the intrinsic factors that cause a person to take specific actions" (Ivancevich, Konopaske, & Matteson, 2007). According to Ivancevich, Konopaske, and Matteson (2007), "ERG is one of the important theories of motivation. Depending upon the human needs the ERG theory provides a very clear base line for the researchers to understand the levels of motivation. (Ivancevich, et al., 2007).

According to Alderfer (1989) ERG theory explains the basic need structure of the human life. It deals with the factor that regulates the human life. Wanous and Zany (1977) conducted a study to assess the need satisfaction and its importance keeping in view the ERG theory as the theoretical frame work. They found that "need fulfillment moderated satisfaction and importance. In other words, the importance of the need was based on the manner of its fulfillment. In addition, this phenomenon was more likely to exist within the categories of existence, relatedness, and growth, rather than between them" (Wanous and Zany, 1977).

The need satisfaction and motivation on the base of the fulfillment of needs is one of the major factors of success in human life. There can be many factors that can be the cause of human need satisfaction. Co-curricular activities can be one of such factor. Co-curricular activities serve multipurpose in academic life of both, teachers and students. Such activities enhance the social relationships, interpersonal skills, motivation, attention and 'Emotional Intelligence'

(Allison 1979). Co-curricular activities provide a chance of group adjustment and learning for the students and teachers. It results in development of commitment, motivation and social ability (Educational Research Service 1999). According to Zill, Nord, and Loomis (1995) the students' emotional development can be fostered by the use of co-curricular activities. Such activities can be helpful in preventing the early age crimes, bad habits, smoking and other such socially unacceptable behaviors. It can also be helpful in preventing the discipline related problems in schools (National Federation of State High School Associations [NFHS] 1999). Such activities provide training for the future life roles (Hlebowitsh and Wraga 1998).

Methodology

The research was based on quantitative approach of analysis. The survey method was used to execute the research. The study was designed by developing seven major research objectives. On the basis of research objectives seven major research hypotheses were developed accordingly. The research population consisted of all the

faculty members serving in the universities of Islamabad. The "Statistical Division" of "higher education commission" (HEC) data base revealed that there were 11,092 faculty members hired by the universities of Islamabad. Random sampling technique was adopted to select the representative sample from the population. A sample of 350 faculty members was selected. The sample members were contacted in order to collect data. 300 faculty members contributed in data collection process. Two sets of questionnaires were used in the research. Need satisfaction assessment scale was developed by the researcher to address the independent variable while trait 'Emotional Intelligence' questionnaire developed by Petrides & Furnham (2006) was used to deal with the dependant variable. Each questionnaire was based on 30 items individually. The collected data was analyzed with the help of Statistical Package for Social Sciences (SPSS) 21 edition. For analysis Cronbach's Alpha reliability, correlation, t-test, regression and ANOVA tests were used by the researcher. In doing so the results were drawn and the recommendations were ma-

de. Keeping in view the limitation of time and resources the co-curricular activities were delimited to the physical activities only. As in limited time and with limited resources it was difficult for the researcher to cover the all types of co-curricular activities. As a form of co-curricular activities, physical activities include games, sports, drills, scouting, hiking and social welfare services.

Results / Tables

Table No. 1

Scale	Items	Cronbach's Alpha Reliability
Need Satisfaction	30	.91
'Emotional Intelligence'	30	.77

The Cronbach's Alpha reliability of the need satisfaction assessment scale was .91. While the scale related to the 'Emotional Intelligence' assessment was reliable at .77. It shows that the both scales were effective and reliable to be used in the future researches as well.

Table No. 2

	Existence Needs	Relatedness Needs	Growth Needs	Need Satisfaction
Existence Needs	1			
Relatedness Needs	.790**	1		
Growth Needs	.757**	.649**	1	
Need Satisfaction	.954**	.898**	.862**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows that all the sections of the scale developed to assess need satisfaction were significantly correlated with each other. The section related to the growth needs (.862**) was highly correlated with the overall set of the scale.

Table No. 3

	Emotionality	Self Awareness	Well Being	Sociability	'Emotional Intelligence'
Emotionality	1				
Self Awareness	.528**	1			
Well Being	.633**	.401**	1		
Sociability	.302**	.366**	.462**	1	
'Emotional Intelligence'	.849**	.743**	.800**	.662**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The above table explains that all the sub scales in the 'Emotional Intelligence' assessment scale were significantly correlated with each other. The highest correlation was found between sociability and 'Emotional Intelligence' (.662**).

Table No. 4 (Regression)

Independent Variable	Dependent Variable	B Coefficients)	t	Sig.	R Square
Need Satisfaction (Physical Co-Curricular Activities)	'Emotional Intelligence'	0.03	0.99	0.31	0.003

*p <0.05, **p <0.01

Independent Variable: "Need Satisfaction with special reference to co-curricular activities" Dependent Variable: 'Emotional Intelligence'. The table indicates that the R² value is 0.003. It explains that the independent variable (Need Satisfaction) describes .03 percent variation in 'Emotional Intelligence' and the rest is due to some other factors. While the coefficient (B= 0.03) is not significant at 0.05 level. It indicates that need satisfaction and 'Emotional Intelligence' are not significantly related with each other.

Table No. 5 (T-Test)

Variable		N	Mean	t value	df	Sig
Existence Needs	M	88	45.45	-2.65	298	0.00
	F	212	47.85			
Relatedness Needs	M	88	39.74	-2.21	298	0.02
	F	212	41.22			
Growth Needs	M	88	22.05	-2.26	298	0.02
	F	212	23.30			
Need Satisfaction (Physical Co-Curricular Activities)	M	88	107.24	-2.65	298	0.00
	F	212	112.38			

*p <0.05, **p <0.01

Table No. 5 describes that there was a statistically significant difference in the "need satisfaction with special reference to co-curricular activities" of the male and female employees. Female employees were more satisfied in comparison to male employees in existence (p <0.01), relatedness (p <0.05) and growth needs (*p <0.05).

Table No. 6 (T-Test)

Variable		N	Mean	t value	df	Sig
Emotionality	Male	88	43.23	-0.32	298	0.74
	Female	212	43.41			
Self Awareness	Male	88	20.77	-1.53	298	0.12
	Female	212	21.36			
Well-Being	Male	88	22.77	0.78	298	0.43
	Female	212	23.05			
Sociability	Male	88	20.86	-0.64	298	0.51
	Female	212	21.11			
'Emotional Intelligence'	Male	88	107.64	-0.99	298	0.31
	Female	212	108.93			

*p <0.05, **p <0.01

Table No. 6 shows that male and female employees were not statistically significantly different from each other with reference to the 'Emotional Intelligence' and its sub variables (emotionality, self awareness, well being and sociability).

Table No. 7 (ANOVA)

Variable		N	Mean	F	df	Sig
Need Satisfaction (Physical Co-Curricular Activities)	B.A / B.sc	5	113.20	1.62	295	.16
	M.A / M.sc	194	112.22			
	B.Ed / M.Ed	1	112.00			
	M.Phil	73	109.36			
	Ph.D	27	104.81			
	Total	300	110.87			

*p <0.05, **p <0.01

The ANOVA table explains that there was no statistically significant difference of need satisfaction (Physical Activities) between the employees on the basis on the educational qualification.

Table No. 8 (ANOVA)

Variable		N	Mean	F	df	Sig
'Emotional Intelligence'	B.A / B.sc	5	102.40	1.41	295	.22
	M.A / M.sc	194	107.99			
	B.Ed / M.Ed	1	109.00			
	M.Phil	73	110.67			
	Ph.D	27	107.93			
	Total	300	108.55			

*p <0.05, **p <0.01

The above table explains that there was no statistically significant difference of 'Emotional Intelligence' between the employees on the basis on the educational qualification.

Table No. 9 (ANOVA)

Variable		N	Mean	F	df	Sig
Need Satisfaction (Physical Co-Curricular Activities)	0-10 years	211	112.06	2.82	297	.06
	11-20 years	82	108.60			
	20+	7	101.57			
	Total	300	110.87			

*p <0.05, **p <0.01

The ANOVA table explains that there was statistically no significant difference (F=2.82) of need satisfaction (Physical Activities) between the employees on the basis on the job experience.

Table No. 10 (ANOVA)

Variable		N	Mean	F	df	Sig
'Emotional Intelligence'	0-10 years	211	107.91	1.69	297	.18
	11-20 years	82	110.30			
	20+	7	107.14			
	Total	300	108.55			

*p <0.05, **p <0.01

The ANOVA table explains that there was no statistically significant difference ($F=1.69$) of 'Emotional Intelligence' between the employees on the basis on the job experience.

Conclusion

The study reached at the conclusion that although the physical activities are extremely important for the social and emotional development of the students but the facts shows that the current situation of the use of physical activities in the educational institutions is not significantly effecting the emotional development of the respondents. This can be because of the non effective measures adopted for the use of physical education along with the curricular activities. So it is concluded that there

is a special need of revising the co-curricular activities plan in the educational institutions. Keeping in view the needs and the demands of the employees in the educational organizations they may also be provided the chance to organize, participate and enjoy such events. The results also revealed that the female respondents were more responsive towards the need satisfaction through the physical education in comparison to the male respondents of the study. However there was no difference in the emotional intelligence of the both groups. The research finding also came to the conclusion that the respondents of the study were not having any significant difference among need satisfaction and emotional intelligence on the basis of qualification and experience.

Discussion

The concept of 'Emotional Intelligence' was an outcome of the work done by Gardner (1983). Gardner's idea of multiple intelligences gave a new dimension to the human intelligence theories. However the concept took time in getting popular among the educational system. With the contribution of Goleman (1995)

the concept becomes more popular. The idea of “‘Emotional Intelligence’” was emerged from the idea of social intelligence. After 1995 a number of researchers addressed this area in their researches. Gil-Olarte, Palomera, and Brackett (2006) found a good relationship between ‘Emotional Intelligence’ of the students and the academic success. Brackett and Mayer (2003) also found that the students who have good ‘Emotional Intelligence’ level were less active towards the anti social activities. They were also found less aggressive. Thus keeping in view the importance of this area in the field of education the researcher developed the research to address the ‘Emotional Intelligence’ of the teachers serving in the universities of Islamabad. The research focused seven research hypotheses. The hypothesis No. 1 that “There is no impact of “need satisfaction with special reference to co-curricular activities” on the ‘Emotional Intelligence’ of the teachers” was approved. The statistically significant impact of need satisfaction was not found on the ‘Emotional Intelligence’ of the teachers. The hypothesis No. 2 “There is no difference in

“need satisfaction with special reference to co curricular activities” of male and female teachers” was rejected. At all three levels (existence, relatedness and growth) significant difference was found between male and female respondents. However the hypothesis No. 3 “There is no difference in ‘Emotional Intelligence’ of male and female teachers” was proved correct. The results also approved the hypothesis No. 4 and 5 as there was no significant difference found in “need satisfaction with special reference to co-curricular activities” and ‘Emotional Intelligence’ of the teachers on the basis of their educational qualification. Further a significant difference was not found in “need satisfaction with special reference to co curricular activities” of the teachers on the basis of experience so the hypothesis No. 6 was approved. While hypothesis No. 7 “There is no difference in ‘Emotional Intelligence’ of the teachers on the basis of experience” was approved a no such significant difference was found in data analysis.

Recommendations

On the basis of the results obtained through the data analysis the following recommendations were made.

1. The scales used in the research were found reliable up to satisfactory level. Thus the scale can be re used by the other researchers who are interested in the same area and cultural settings.
2. It is recommended that the management of the universities may organize need assessment surveys within the organization to have better understanding of the needs and desires of the employees and then the policy may focus on their actual needs in order to ensure the need satisfaction of the employees.
3. It may also be recommended that the different physical activity events may also be frequently used by keeping in view the position and experience of the employees to address the needs of the employees at different levels of the experienced members.
4. It is recommended that the university management may train their work force in social skills time by time. This social skill development would lead to the stability in the attitudes and 'Emotional Intelligence'.
5. It is also suggested that the universities may organize the sports and physical activities week. In addition to this the games and sports activities may also be organized for teachers of all levels. This may be effective to develop the social relationships between the employees.
6. The results show that the need satisfaction with reference to physical activities has no significant impact on the 'Emotional Intelligence'. Thus it is recommended that the programmes related to co curricular activities may be carefully re plan to be effective. There may be the need of proper planning and revision of policy in this regard by the universities.
7. Further for the future researchers to extent the research on finding out the other factors that may affect the 'Emotional Intelligence' of the teachers as well as the students.
8. The universities managements may organize inter departmental and inter university

competitions to encourage physical activities, games and sports.

9. It is also recommended that the future research may also be extended in the direction to explore the effects of 'Emotional Intelligence' on the social and organizational adjustment of the respondents.

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LIST OF POPULATION

List of public sector universities:

Sr. No	University/DAI Name	Male	Female	Total
1	Air University, Islamabad	465	140	605
2	Allama Iqbal Open University, Islamabad (AIOU)	448	280	728
3	Bahria University, Islamabad	592	285	877
4	COMSATS Institute of Information Technology, Islamabad	1680	522	2202
5	Federal Urdu University of Arts, Sciences & Technology, Islamabad	564	226	790
6	Institute of Space Technology, Islamabad (IST)	115	20	135
7	International Islamic University, Islamabad	540	656	1196
8	National Defense University, Islamabad (NDU)	78	11	89
9	National University of Modern Languages, Islamabad (NUML)	365	381	746
10	National University of Sciences & Technology, Rawalpindi (NUST)	985	240	1225
11	Pakistan Institute of Development Economics (PIDE), Islamabad	89	34	123
12	Pakistan Institute of Engineering & Applied Sciences, Islamabad (PIEAS)	199	23	222
13	Quaid-i-Azam University, Islamabad	355	128	483
	Total	6,475	2,946	9,421

LIST OF POPULATION

List of Private sector universities:

S.r No	University/DAI Name	Male	Female	Total
1	Foundation University, Islamabad	224	145	369
2	National University of Computer and Emerging Sciences, Islamabad	465	140	605
3	Riphah International University, Islamabad	256	103	359
4	Shifa Tameer-e-Millat University, Islamabad	220	118	443
	Total	1,165	506	1,671

LIST OF SAMPLE UNIVERSITIES

List of sample universities of public sector

Sr. No	University/DAI Name
1.	COMSATS Institute of Information Technology, Islamabad
2.	International Islamic University, Islamabad
3.	National University of Modern Languages, Islamabad (NUML)
4.	National University of Sciences & Technology, Rawalpindi (NUST)
5.	Quaid-i-Azam University, Islamabad
	Total

List of sample universities of private sector

S. No	University/DAI Name
1.	National University of Computer and Emerging Sciences, Islamabad
2.	Riphah International University, Islamabad
	Total

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Organization: _____
Designation: _____
Qualification: _____
Gender: _____
Experience: _____

Please tick the most appropriate option

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

Trait Emotional Intelligence

1.	Expressing my emotions with words is not a problem for me.	1	2	3	4	5
2.	I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5
3.	On the whole, I'm a highly motivated person.	1	2	3	4	5
4.	I usually find it difficult to regulate my emotions.	1	2	3	4	5
5.	I generally don't find life enjoyable.	1	2	3	4	5
6.	I can deal effectively with people.	1	2	3	4	5
7.	I tend to change my mind frequently.	1	2	3	4	5
8.	Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5
9.	I feel that I have a number of good qualities.	1	2	3	4	5
10.	I often find it difficult to stand up for my rights.	1	2	3	4	5
11.	I'm usually able to influence the way other people feel.	1	2	3	4	5
12.	On the whole, I have a gloomy perspective on most things.	1	2	3	4	5

13.	Those close to me often complain that I don't treat them right.	1	2	3	4	5
14.	I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5
15.	On the whole, I'm able to deal with stress.	1	2	3	4	5
16.	I often find it difficult to show my affection to those close to me.	1	2	3	4	5
17.	I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5
18.	I normally find it difficult to keep myself motivated.	1	2	3	4	5
19.	I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5
20.	On the whole, I'm pleased with my life.	1	2	3	4	5
21.	I would describe myself as a good negotiator.	1	2	3	4	5
22.	I tend to get involved in things I later wish I could get out of.	1	2	3	4	5
23.	I often pause and think about my feelings.	1	2	3	4	5
24.	I believe I'm full of personal strengths.	1	2	3	4	5
25.	I tend to "back down" even if I know I'm right.	1	2	3	4	5
26.	I don't seem to have any power at all over other people's feelings.	1	2	3	4	5
27.	I generally believe that things will work out fine in my life.	1	2	3	4	5
28.	I find it difficult to bond well even with those close to me.	1	2	3	4	5
29.	Generally, I'm able to adapt to new environments.	1	2	3	4	5
30.	Others admire me for being relaxed.	1	2	3	4	5

**Need Satisfaction with Special Reference to
Co-Curricular Activities Assessment**

1-Existence Needs

1.	You are satisfied with the physical activities organized for you by the organization.	1	2	3	4	5
2.	You are satisfied with your incentives given to you to participate in games and sports.	1	2	3	4	5
3.	You are satisfied with the lunch breaks given to you during the conduct of physical activities.	1	2	3	4	5
4.	You are satisfied with the respite timings and leaves given to you for planning and participation of physical activities.	1	2	3	4	5
5.	You are satisfied with the drinking water facility in your organization.	1	2	3	4	5
6.	You feel secure in participating games and sports.	1	2	3	4	5
7.	You are satisfied with the events organized by your organization for physical activities.	1	2	3	4	5
8.	You have never faced hesitation in participating in games and sports activities.	1	2	3	4	5
9.	You are provided Medical facilities in case of emergency during games and sports.	1	2	3	4	5
10.	You are satisfied with the rest hours after games/ sports events.	1	2	3	4	5
11.	In emergency, doctor is available to you in organization.	1	2	3	4	5
12.	You are satisfied with the place of sitting available to you.	1	2	3	4	5
13.	You are satisfied with the sports week and other co-curricular activities organized by your organization.	1	2	3	4	5

2- Relatedness Needs

14.	Physical activity events increase friendly relationship with your boss.	1	2	3	4	5
15.	Physical activity events increase friendly relationship with your co-workers.	1	2	3	4	5
16.	Physical activity events increase friendly relations with higher authorities.	1	2	3	4	5
17.	Physical activity events increase friendly relations with your sub-ordinates.	1	2	3	4	5
18.	You enjoy arrangement of games and sports events in your organization.	1	2	3	4	5
19.	You are satisfied with the social activities/ events/ co curricular activities organized by your organization.	1	2	3	4	5
20.	You are happy with the family/informal gatherings in organization.	1	2	3	4	5
21.	You are satisfied with the annual sports functions arranged by your organization.	1	2	3	4	5
22.	You are overall satisfied with your job.	1	2	3	4	5
23.	The amount of team spirit is just in your organization.	1	2	3	4	5
24.	The overall environment of your organization is friendly.	1	2	3	4	5

3- Growth Needs

25.	You wish to be best and successful in the games related activities.	1	2	3	4	5
26.	Top administration entails you in making the decisions regarding the physical activities in the department.	1	2	3	4	5
27.	You receive help from your administration whenever you organize physical activities.	1	2	3	4	5
28.	You are fairly treated by your administration in all the matters.	1	2	3	4	5
29.	You are receiving trainings regarding arrangement of co curricular activities in your departments.	1	2	3	4	5
30.	You got rewards from your organization on your best performance.	1	2	3	4	5