

Letter to Editorial

Team Dynamics and Emotional Intelligence: An Overlooked Determinant of Educational Quality in Pakistan

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Dear Editor

I want to draw attention to emotional intelligence (EI) and how it interacts with team dynamics, especially team-member exchange (TMX), which is a crucial but little-studied factor in determining the quality of education in Pakistan. The socio-emotional skills of teachers and the caliber of their professional interactions are still mainly disregarded, despite the fact that national educational reforms have concentrated on curriculum innovation, teacher certification, and digital transformation. It is becoming more widely acknowledged that emotional intelligence is the capacity to detect, control, and manage emotions in both oneself and others and it is also a predictor of professional performance (Law et al., 2004). High-EI teachers typically create more inclusive learning environments, better handle classroom stress, and increase student involvement. Emotional intelligence (EI) is a vital psychological resource in Pakistan's educational system, which is frequently marked by heavy workloads, subpar student-teacher ratios, and little administrative assistance (Pervaiz et al., 2019).

However, socially and emotionally supportive circumstances are where EI works best. Research has demonstrated that the strength of reciprocal connections among coworkers, or Team-Member Exchange (TMX), may both decrease and enhance the impact of emotional intelligence (EI) on individual performance (Seers, 1989; Lu and Chen, 2024). Incorporating team-level emotional intelligence into professional social networks has been shown to improve individual and group performance, which is consistent with international research (ZHANG, 2021; Aritzeta et al., 2020). Teams having strong emotional intelligence and team-member exchange foundations are likely to emerge psychological safety, resolution of conflict and trust among them (Rezvani et al., 2019).

There are significant policy implications. In Pakistani educational institutions, the evaluation methods of teaching and the deliverance of information have been given more priority and importance over socio-emotional training of the students and it should be balanced and fixed. First, teachers training programs must include emotional intelligence training modules that must focus on promoting communication skills, self-control and empathy. Second, in order to enhance TMX, well-structured and well-organized team building training programs like reflective discussion circles and team-members leadership must be included.

Keywords: Emotional intelligence, team-member exchange, teacher performance, educational quality, socio-emotional competencies, team dynamics

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Third, for well-sustained academic accomplishments behavioral attributes like peer engagement and emotional intelligence must be included in performance evaluation systems.

Additionally, regulatory authorities like Higher Education Commission (HEC) and educational provincial ministries should work on including emotional intelligence and TMX in the assessment systems for a thorough and deep investigation of the performance of teachers. Social and emotional skills and requirements across different educational institutions have been changing and evolving since time, so the future studies should emphasize on longitudinal and multi-site studies. In conclusion, improvement in the Pakistani educational services needs to focus more on quality rather financial issues or infrastructural adjustments. It can only be done by crucially focusing on the emotional and interpersonal lives of teachers. Teaching quality and institutional cohesion might be completely transformed by team-based support systems that improve emotional intelligence.

To drive this transformation, three are needed. First, governments must spend more on R&D of scalable technologies such as enzymatic plastic degradation (Austin et al., 2023). Second, banks must offer green loans—a market expanding at 12% per annum (World Bank, 2023). Third, academia-industry collaborations need to scale lab-scale innovation to commercialization, such as MIT did with Boston Metal to make zero-carbon steel (MIT News, 2023). Pollution does not have to be a zero-sum game. By viewing waste as a resource and uniting policy with imagination, we can create economies that flourish and mend the planet. This journal's contribution to sharing such research is critical to spurring workable change.

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