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### **Using AI to Dashboard the Conflict Paradigm: Going beyond the Formulaic Metrics and Ensuring Accessibility in Praxis for All**

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#### **Abstract**

This conceptual paper comprises a proposal of an AI-assisted conflict-management dashboard model which is based on four main pillars- personality types, belief systems, conflict modes and belief-practice culture within praxis- to generate a context- relevant solution to conflict management in the educational workplace. Interpersonal conflict amongst teachers; while attributed to varied reasons, is almost never deeply addressed. While deeper causes are rooted in personality traits, leadership styles, conflict-handling patterns, and motivation, Artificial Intelligence has the capability to identify and address these factors by creating a dashboard of an integrated framework, combining MBTI, the Blake-Mouton Grid, TKI, and socio-cultural-beliefs of teachers, coupled with their behavioral norms. This innovation- proposal project investigates how this integrated framework can be applied to analyze teacher profiles and suggest behavioral interventions. While still at the conceptual level, the model has been piloted in two private educational institutions, with satisfactory results, as described by the conflict actors (teachers) and the educational managers (principals). It is hoped that AI can transform educational leadership by supporting data-driven conflict resolution, collaboration, and institutional effectiveness in culturally complex settings.

**Keywords:** Conflict Management, Educational Institutions, Ai In Conflict, Educational Management

#### **Introduction**

This study proposes developing a dashboard for teachers involved in conflict in educational institutions. AI has been shown to effectively extract data and patterns that may be difficult to uncover for the people involved in the situation- due to a lack of objectivity. The development of a dashboard for the actors in a school is expected to provide insights and to successfully identify patterns of conflict that may not immediately be visible to school leadership.

It is expected that this will make conflict management becoming more possible, and less announced i.e. can be done personally at any forum by applying the proposed model.

The main focus is school teachers and admin in Urban Sindh, while great efforts have been made to ensure that the model is applicable to any actors (teachers, students, parents, etc.) and any number of settings. Since AI is universally accessible, it is plausible that this model can be applied in any setting where conflict is observed.

The application of AI to educational leadership practices is an important innovation (Arar et al., 2025) not only in conflict resolution but also in the creation of a wider organizational development within the schools operating in the multifaceted social and cultural environment.

### **Contextual Background**

Conflict is an inseparable element of the working life and is also present in the educational environment, as it arises due to different reasons. A very popular type of conflict is the one that happens between the teachers, and it influences their work, the dynamics of the group, and even their absenteeism (Göksoy & Argon, 2016). Educational management and admin always try to foster a positive work environment, however, in spite of their sincere efforts, a solution may not be achieved. Deeply understanding the actors, their actions, and their options will lead to a sustainable resolution, culminating a collaborative and harmonious atmosphere.

Artificial Intelligence (AI) has shown a capacity to analyze behavioral data and model human dynamics, and hence, offers a novel lens through which to examine and resolve tensions. By integrating the frameworks of a) personality (Myers-Briggs Type Indicator (MBTI), b) the socio-cultural-belief scenario within praxis, and c) conflict modes (Blake-Mouton Managerial Grid, and Thomas-Kilmann Conflict Mode Instrument (TKI); AI is expected to aid in uncovering latent patterns in teacher interactions and prescribe context-sensitive behavior modifications.

### **Problem Statement**

Conflict in educational workplaces is inevitable, and teacher- teacher conflict continues to pervade. Although it can never be eliminated, AI can help in reducing the frequency. Traditional methods of conflict resolution comprise counselling, and advice- usually ineffective in the long run. This is because the focus is on superficial issues, overlooking the psychological and motivational elements underlying such disputes. This study points to the need for a data-driven intervention considering personality, leadership style, conflict behavior, and teacher's beliefs. It proposes AI as a strategic tool in analyzing these dimensions for recommended behavior changes that will lead to better institutional efficiency and harmony among its members.

### **Research Questions**

1. What personality types and beliefs most commonly contribute to interpersonal conflict among teachers in academic institutions? (qualitative)
2. How can AI be used to identify the underlying causes of the conflicts? (qualitative)
3. How can these insights inform targeted and sustainable behavior change? (qualitative)
4. To what extent can AI-driven interventions improve collaboration, reduce conflict, and enhance overall institutional efficiency? (quantitative)

### **The Gap**

While there are multiple traditional conflict-management models, they usually treat people as stagnant and static statistical elements within a framework, neatly placing them into pre-conceived categories. These categories are segregated from one another, and have no overlap in description. This results in each actor being labelled as one particular type, and that label is then used to define the person throughout the issue or incident. At the grassroots level, especially in Eastern educational systems, the scenario has many other intervening factors such as culture, power dynamics and JD's. This calls for a custom- built tactic to deal with the situation; with an integration of conflict analysis and conflict resolution with personality psychology.

Moreover, there is no leading current model in the field that leverages an AI dashboard to recommend strategies for context- based conflict management in the educational workplace.

### **Aims and objectives**

To help school administration manage and resolve teacher conflict sustainably, by generating a custom- build dashboard of behavioral analysis, conflict analysis, and the most plausible course of action according to the managerial modes grid; with a particular focus on culturally responsive interventions.

### **Significance and Implications for Leadership Practice**

#### **1. Data-Informed Leadership**

AI enables school leaders to shift toward evidence-based decision-making. This can enhance fairness, transparency, and strategic planning; beyond cultural or anecdotal evidence and intuition, by providing behavioral analytics grounded in psychometric theory.

#### **2. Personalized Professional Development**

AI can support customized coaching and training plans, by identifying individual conflict styles and motivational orientations. This is especially valuable in Pakistan, where there are many socio-cultural issues with class, gender, norms and values, and attitudes. This paves way for a new prospect for AI to steer professional development (PD).

#### **3. Team Structuring and Role Assignment**

AI-generated dashboards, regarding personality and conflict can easily guide the reduction of friction and refining task alignment.

#### **4. Leadership Style Calibration**

AI can prompt shifts toward more participative, trust-based models, to develop insights and help educational managers- principals and heads of departments (HoDs) reflect on their own leadership tendencies. This is critical for empowering teachers and reducing top-down conflict.

### **Cultural Relevance**

#### **Culturally Responsive Mediation**

Culturally, AI should be applied sensitively where the practice is deeply rooted with hierarchy and respect such as in the case of Pakistan. Because AI is an objective actor in the game, which everyone can accept, it is likely that the AI-generated behavioral suggestions will be well-received in particular. The extant project is to place AI recommendations in a proper frame, in order to make them acceptable without posing a threat to traditional norms.

### **Contribution to Scholarship**

**Originality:** Originality: there is very little literature that has used AI to map conflict paradigm of psychological conflict in education, which contributes to sustainable conflict management, hence this work is quite innovative.

**Interdisciplinary Value:** The project will focus on the educational leadership, psychology, and data science, in order to create context and culturally specific dashboards.

**Policy Potential:** the application and results of this project can inform leadership training, school governance, and teacher development programs.

**Anthropological Element:** This project is cognizant of the fact that there are concentric circles within society

that dictate the culture and the sensitivity. Starting with the outer-most macro culture, towards the inner micro cultures, and finally, the center, where the corporate culture and institutional culture take hold of the situation. All the while, the cultural scenario of Pakistan is embedded within the postcolonial culture of the subcontinent and within the globalized, international milieu.

### **Positioning for Academic Impact**

**Theme Alignment:** this project paper explores how AI can innovate solutions to leadership practices by diagnosing and resolving interpersonal conflict through custom built dashboards—an urgent issue in school management.

**Theoretical Depth:** this project aims at integrating four major frameworks (MBTI, TKI, Blake-Mouton, culture, teachers' beliefs and practices), aimed at a firm grounding in theory and concepts.

### **Literature Review**

This is a scooping literature review that investigates the history of conflict management from one of the seminal works on the subject, by Dr. Derr, followed by the model proposed by Dr. Daniel Dana, into the TK model. Furthermore, it integrates the five main pillars that the proposed model is based on, namely personality psychology and belief-system theories, conflict-management modes and models, cultural norms and values in Pakistan, followed by artificial intelligence in organizational behavior, in order to establish the foundations for the proposed AI-assisted dashboard that will be used in academic settings to mitigate conflict-management amongst teachers.

### **Conflict & Mitigation in Educational Institutions**

Conflict is inevitable and occurs due to a multitude of factors (Derr, 1875) The administration at educational institutions has a significant role in either establishing resolutions from conflict, or allowing the situations to exacerbate (Kester & Misiaszek, 2024). Managing conflict is an age-long challenge for educational leaders, and they may flounder to arrive at the optimum mode of conflict resolution (Karim, 2015). Research consistently shows that teacher conflicts stem from misaligned values, communication breakdowns, and personality clashes (Dana, 2001, Malin, 2000). Conflict affects collegiality, and learning is required for people to work in teams, and especially in understanding one's own self; in cultural and traditional contexts (Calvet & Bochaca, 2024), such as Pakistan, hierarchical structures and cultural norms often exacerbate these tensions, especially when personality/ culture are main elements in the workplace. Since educational managers are part of the same fabric, they too may be affected by the socio-cultural elements, hence the need of a value- free and objective intervention, namely the AI- backed dashboard model.

Derr, (1875), a seminal name in conflict management, defines conflict as personal “energy expended in reaction to felt tension”, due to different factors. To mitigate this, a contingency approach is proposed. This is based on the situational analysis of the conflict, and is both normative (conceptual), and a guide (what-if scenario plan). The model is presented with a twofold focus on a) how sources of conflict or the steps of conflict are framed, and b) the proposed contingency model for choosing between conflict-management strategies (collaboration, bargaining, power); which is proposed through a structured process of negotiating and understanding the sources of conflict and then deciding on a best-response scenario. And while the model is quite realistic and clear, along with being flexible and balanced in illustrating the modes of conflict management, it is also vague in certain aspects; depending on “collaborative strategy” and leaving much to the discerning power of the managers.

Dana's (2001) theory proposes to conceptualize workplace conflict as the product of certain psychological and behavioral dimensions. Therefore, conflict is a certain condition in the workplace, where the actors (teachers) feel, think and act in certain (undesired) ways, all while being structurally linked (interdependence).

The structure of conflict is defined as having 6 parts; the level of interdependency, number of interested parties, constituent representation, negotiator authority, critical urgency and communication channels. This framework, too, is of a preventive measure; acknowledging power dynamics and avoiding conflict escalation. However, while this framework is holistic and practical in its approach and flexible in its applicability, one of the main concerns with this model is the risk of it being oversimplified i.e. that managers will apply the same plan to every scenario, since real human complexity (emotions, perceptions, and behavior) are quite intertwined in the same person. Using AI to generate a custom-based dashboard for each conflict scenario will allow for specific resolution of conflict, while understanding the personality of the teachers as well.

Understanding the Source of conflict: Belief Systems of the teachers

### **Mindsets**

The mindsets theory, proposed by Dweck (2006) proposes a mindset theory, where teachers with fixed mindsets are opposed to correction, feedback and development; believing their skills to be complete, and viewing others as a threat to their capability or authority. Teachers with a growth mindset see feedback as an opportunity for skill acquisition and development. Hence, teacher's attitudes dictate how they approach conflict constructively or defensively.

### **Self-Efficacy**

Teachers with high self-efficacy are less defensive in receiving and addressing conflict, while those with a lower level of self-efficacy may exhibit tendencies of avoidance, withdrawal, and even an over-reliance on external or managerial intervention (Bandura, 1997).

### **Locus of Control**

Locus of control describes whether individuals believe they have control over outcomes i.e., the internal locus or attribute results to external forces i.e an external locus (Dijkstra, et. al 2011). Teachers with an internal locus of control (belief that they can mold outcomes favorably) tend to take initiative in resolving conflicts, whereas those with an external locus (believe that only external intervention can help to bring about favorable outcomes) may feel powerless; relying on administration (Darshani, 2014).

### **How Teachers' Beliefs and Attitudes Shape Conflict Interpretation: in general, and in Pakistan**

Pajares (1992), in his seminal paper on teachers' beliefs, lays the foundational works for research in consequent teacher self-efficacy, epistemological beliefs, attribution, and teacher identity build on or respond to Pajares's conceptualization. His central claim is that teachers' beliefs; although considered to be a "messy" construct, are crucial to understanding and shaping educational research, possibly even more important than cognitive/ knowledge constructs. Teachers' beliefs in terms of authority, colleagues, and the academic institutional culture tend to shape how conflict is interpreted, and resolved (or not). Certain issues may be minute, not worthy of being termed as triggers, but may be perceived as such due to the personal beliefs of the teachers, which is shaped and solidified by the socio-cultural scenario.

In the Pakistani context, external locus tendencies are heightened due to hierarchical school structures and centralized decision-making traditions (Iqbal, 2023). This is in direct contrast to what research has pointed out; self-reliance is one of the best practices in resolving conflict; that autonomy at addressing the conflict was more effective than either ignoring the issue or waiting for outsider help (Karim, 2015). In a cultural context, such as Pakistan, there are certain factors that usually supersede professionalism and professional ethics (Malin, 2000) such as respect for elders and administrators, which often discourages open disagreement; thus leading to a festering of negative emotions under the surface, only to emerge at a later event (Beckmann & Heckhausen, 2025). In addition, certain beliefs tied to religious or moral frameworks may influence interpretations of "right" or "wrong" behavior during conflict (e.g., "a good teacher knows

everything and never makes mistakes”). Another element is the perceptions of gender or professional identity (e.g., “a female teacher should remain calm”, “a good teacher knows everything and never makes mistakes”) shape conflict responses. Within each socio-cultural scenario, it is necessary to have a contextualized communication in order for it to be effective (Akram, et. al 2025). Research has established that there is significant effectiveness of utilizing culture-specific conflict management strategies comprising respect and class-sensitivity, within intercultural communication (Guo, 2025). An awareness of these belief systems is essential, allowing for an establishment of cultural sensitivity within praxis (Akhtar, et.al 2016).

### **Unpacking and Mapping the source of conflict: Personality Theories**

#### **Myers–Briggs Type Indicator (MBTI)**

The Myers–Briggs Type Indicator (MBTI) is one of the most widely accepted frameworks- globally- used in understanding interpersonal behavior and individual personality types. Based on Jungian psychological types, the MBTI organizes individuals across four dichotomies: Extraversion–Introversion, Sensing–Intuition; Thinking–Feeling, and Judging–Perceiving. MBTI has been widely used to predict conflict styles; Thinkers tend to prefer logic-driven resolution (Competing), while Feelers lean toward harmony (Accommodating) (De Graaff, 2025). TKI also complements this by offering a behavioral lens, showing how personality traits manifest in conflict situations. It can easily enhance understanding of the conflict context and bridge conflict (Otrakji et., al 2025). Mapping the personality types of teachers will allow for the managers to predict- through the AI dashboard- how teachers might respond to administrative expectations and workplace pressures. Since the tool for the MBTI is easily accessible online, this is an easier and better option for assessing the teachers in terms of collecting their data, despite the shortcomings and flaws that it has. Others may not be as practical, or may require multiple tools, be unclear or may even require adapting it to context which requires manpower and investment.

#### **Leadership: Skills and Conflict-Management Models**

The Thomas–Kilmann model, developed on the foundation of the Blake-Mouton Grid links leadership behavior to team dynamics, with “Team Leadership” shown to reduce conflict and increase trust (Pittenger, 1993; Blake & Mouton, 1964) is one of the most universally- influential typologies of conflict behavior (Thomas & Kilmann, 1976), used in professional development and training programs. It identifies five conflict modes based along the two axes: y-axis-assertiveness and x-axis-cooperativeness- competing, avoiding, accommodating, compromising, collaborating. Despite its limitations, it is universally relied- upon; These limitations underscore the need for a dynamic, personalized, AI-assisted model that integrates deeper psychological and contextual variables (Sayadat, 2025).

Along with the leadership styles, managers are expected to possess and exhibit certain skills when it comes to workplace conflict management, such as emotional intelligence (Iqbal & Fatima, 2013), that avoid conflict from becoming exacerbated (Schlegel, De Jong, & Boros, 2024). Positive leadership styles lead to employee motivation as well (Calluso & Devatag, 2024)

### **Artificial Intelligence in Organizational Behavior**

#### **AI in Behavioral Analysis**

Along with adaptive learning, AI tools have been applied in education to encompass emotional analytics and conflict prediction, which have become a transformative influence in clinical psychology; with only ethical issues acting as obstacles (Baydiliby et al., 2025). The AI has now been able to read the emotion, tone and pattern of behavior during communication between teachers and provides real time information about interpersonal dynamics (Gabelaia et al., 2024). This creates the situational approach that is more efficient in attracting sustainable outcomes compared to other conventional approaches (Beckmann & Heckhausen, 2025). Even though some perceive AI at the work place as a tool of efficacy and innovation, other workers

show some form of treating changes in autonomy. These contradicting reflections are in fact the drive to have constructive organizational culture towards AI preparedness and implementation in the corporate/ educational systems.

Ateeq et al. (2025) focuses on the effects of AI on assisting in leadership changes. The findings indicate that predictive modeling, which is an AI-based tool, can lead to interaction and effectiveness in the working environment. Nonetheless, some issues pertain to ethical issues, and transparency, where computer-based information is not safe. Thus, although AI-based leadership and human-centered design principles can be linked to motivation and long-term productivity, overdependence on them may eliminate the aspects of trust; this may have an impact on the organizational culture. It makes a call to shift to a balanced approach that will probably result in the growth in the sustainable way. Here the human factor is involved.

### **AI Dashboards**

Organizational dashboards powered by AI are becoming more common in organizations to assist in the decision-making process, visualize behavioral trends, and give personalized recommendations (Dima et al., 2024). These dashboards are outputs of combining various information sources and providing real-time recommendations in user-friendly formats. Other uses are commonest in predictive analytics where algorithms are used to forecast the results through the pattern in the data. Predictive tools may be used in conflict management to evaluate personality preferences, past behavior, communication patterns, and contextual variables and suggest the most effective method of conflict management (Rodgers, 2022).

#### **Systems for Supporting Decisions**

AI-based decision-support systems (DSS) provide structured insights to help people make difficult decisions. In interpersonal settings where emotions, prejudices, and misunderstandings can impair judgment, DSS tools are especially helpful. An AI DSS can direct educators toward conflict resolution strategies that maximize relationships and institutional scenarios.

### **Ethical Considerations**

An AI-based model needs to address concerns to ensure responsible and culturally sensitive implementation, especially in education settings. Some of the main ethical concerns may be: privacy and data protection, a risk of over-reliance on automated recommendations, ensuring AI systems do not label or stereotype individuals, and ensuring a transparency of the algorithmic process (Mishra, 2025).

Saleem (1998) examines how societies in the middle east and the Indian subcontinent are predominantly socio-cultural in context; where the bulk of organizational behavior is not driven primarily by task-related imperatives, rather by deeply imbedded cultural norms, values, and social structures. The majority of Western models of conflict are wont to automatically assume individualism, task orientation, and rational-actor assumptions. These do not hold true in the eastern status-conscious and communal cultures. There is a call for culturally sensitive organizational models; sensitive to socio-cultural dynamics—status systems, family ties, honor—to effectively manage conflict, motivate staff, or design control systems.

Cultural factors deeply contribute to cross-cultural conflict in multicultural organizational settings; where there is an intrinsically- embedded potential for conflict in multicultural scenarios. Differences in frame of reference (cultural background) create misunderstanding, and that cultural “intangibles” (beliefs, norms, communication) should be understood and managed proactively (Akhtar et al., 2016). A sensitive understanding of cultural diversity can reduce cross-cultural conflict and improve group performance.

(Iqbal & Fatima, 2013)The study supports the use of social identity theory to explain conflict behavior: in collectivist cultures, people see themselves as part of a group, which influences how they handle conflicts. By linking conflict causes to handling styles and then to commitment/trust outcomes, the authors propose a mediated model: conflict type → style → organizational outcome.

## **Conflict and Leadership**

How exactly can “ill-equipped” and “overwhelmed” managers deal with conflict management in a sustainable fashion? In terms of educational conflict, the actors (teachers) may even be willing to negotiate for resolution, but don’t know how; resulting in a stand-off. Additionally, in the case of educational leaders, there is scarce any time to entertain a deep pursuit of conflict management, and that is where the AI dashboard fits in.

Msila (2012) argues that because all the actors are aware of their rights (this reflects the scenario in Pakistan, where all the teachers consider themselves equal, despite class differences on the basis of their workload and JD) principals are expected to be autonomous and creative, even though the conflict stems from multiple sources. Research has shown that school heads are ill equipped to deal with conflict, and that they adequately do not understand the source of the conflict, displaying a tendency towards undesirable modes. They need to be empowered with conflict management training, b4 they assume their leadership position. Adapting the leadership style at the context and also the conflict management style according to the context (Shonk, 2025). Theoretical underpinnings of school leadership and their effectiveness, educational leaders require instructional leadership to see the scenario according to the teaching and learning lens, rather than at a bureaucratic or corporate approach (Bush, 2007). Leadership styles predict conflict management because one leadership style will allow the leaders to cater deeply to the actors, scenario and the conflict at hand, leading to the best possible scenario (Iqbal, 2023).

Options for school managers, regarding school management are few, and research say that in order to be resolved, the following elements need to be noted: issue, sources, and the effectiveness of different management styles or different conflict management modes. Results point to the fact that leadership style and conflict modes are directly proportional to conflict management, and that training for school leaders is required (Rahmawati & Setyowati, 2025).

## **Theoretical Framework**

This study is grounded in four interrelated psychological and organizational theories that collectively explain the roots of interpersonal conflict and the potential for AI-driven resolution:

1. Myers-Briggs Type Indicator (MBTI)
2. Blake-Mouton Managerial Grid/ Thomas-Kilmann Conflict Mode Instrument (TKI)
3. the socio-cultural scenario in educational institutions across Pakistan
4. McGregor’s Theory X–Theory Y

Put together, these four theories provide a comprehensive framework from which to both understand and address teacher conflict through an AI-assisted lens. MBTI explains who they are-their personalities and cognitive preferences; the Blake-Mouton Grid explains how they lead and relate to others; the Thomas-Kilmann model describes how they behave under stress and confrontation; while McGregor's Theory X-Y explains why they act as such, rooted in motivational assumptions. Together, these models offer a multidimensional understanding of conflict that spans personality, leadership, behavior, and belief systems.

## **Gap Summary**

Therefore, since there is no leading current model in the field that leverages an AI dashboard to recommend strategies for context- based conflict management in the educational workplace, this paper aims to fill the gap by providing an easily accessible yet effective model for educational managers and leaders.

## **Methodology**

### **Research Design**

This study adopts a conceptual model–development design, an approach commonly used in psychological and organizational research to construct new theoretical frameworks ((Jabareen, 2009). Instead of collecting primary empirical data, the study synthesizes existing theories, empirical findings, and technological

applications to develop a coherent and logically structured AI-assisted conflict-management model. The goal is to present a workable model, although conceptual. This has been done by piloting the model dashboard in two different settings, in private institutions in Karachi. One site is a private college in Karachi, while the other site is a trust- based school in Karachi.

### **Conceptual Foundation and Data Sources**

The development of the proposed model draws exclusively on secondary sources from four main knowledge domains:

#### **Personality Psychology:**

Foundational theories such as the Myers–Briggs Type Indicator (MBTI), cognitive–affective models of personality, and research linking personality traits to interpersonal behavior.

#### **Belief-Practice and Motivation Theories:**

Literature on self-efficacy, locus of control, and mindset theory, which explains how individuals’ beliefs shape their interpretation of conflicts and preferred response styles.

#### **Conflict-Management Research:**

Established frameworks, including the Thomas–Kilmann Conflict Mode Instrument (TKI), along with contemporary studies on interpersonal conflict in educational and organizational settings.

#### **Artificial Intelligence and Decision-Support Systems:**

Research on AI-based recommender systems, predictive analytics, and dashboard design principles that support decision-making in human-centered contexts.

The integration of these domains provides the theoretical and technological basis for the model.

### **Model-Building Process**

The model was developed using a two-stage conceptual synthesis process:

#### **Stage 1: Extraction of Core Constructs**

Key constructs from personality psychology, belief-system theory, conflict-management frameworks, and AI design were identified. Constructs encompassed patterns unfolding personality, modes to manage conflict, and behavior-oriented indicators reflecting decision-support.

The main element of this stage is the administration of readily available tools of personality types (MBTI), along with a description of the current conflict situation, based on the TKI (APPENDIX A).

#### **Stage 2: The AI- generated Dashboard**

This stage is the generation of the custom- built AI-generated dashboard. It involves entering a prompt into any generative AI model, using the data garnered from stage 1 (APPENDIX B) The resultant dashboard should be applicable for arriving at the desired conflict resolution mode.

### **Evaluation Criteria for Model Quality**

Even though this is a proposal, a pilot study was conducted in two separate private educational institutions in Karachi, both with teacher- teacher conflict. The major criteria to make sure theoretical agility reflect as under: Theoretical Consistency: alignment with existing scientific theories.

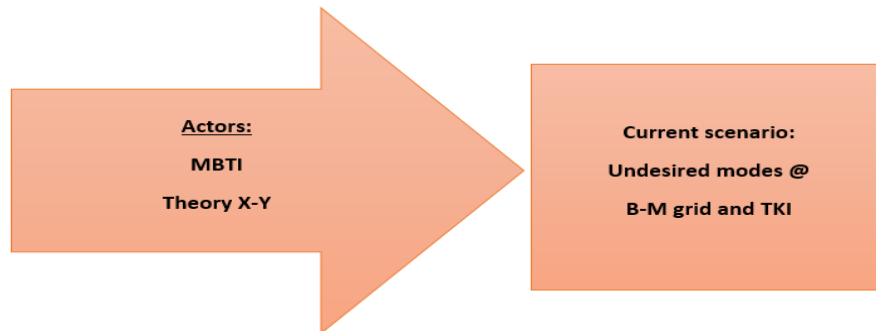
Internal Coherence: logical flow between components and layers.

Practical Application: related to tangible situations of conflict in schools or at workplaces.

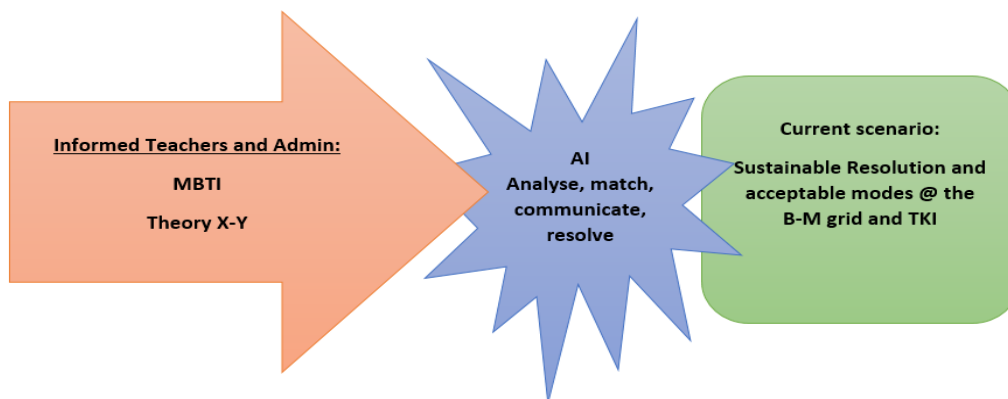
Technological Practicability: configuring AI current capacities and tools of dashboard.

## Model Diagram as a Mediator to Manage Conflict Using AI

Scenario A:



Scenario B:



AI can be used to conduct a critical analysis as a mediator, which is responsible to collect information that comprises these dimensions and conduct interpretation to focus on the patterns that give rise to conflict, foretell an imminent conflict, and propose interventions grounded in behaviors. The current paper seeks to make sure that the technological solutions are well entrenched in the proven psychological and organizational theories to make AI-driven mediation highly human-centered, ethical, and contexts leading to educational settings.

### Expected outcomes

The insights created are likely to enable the school leaders to find the root causes of the conflict, and to resolve them. The latter will also result in the leaders being able to restructure teams, change communication patterns, and provide specific coaching.

It is projected that the computer-generated behavioral advice will become especially popular in case it is presented in culturally respectful terms and in accordance with the local standards of rank and obedience. It underlines the importance of situating AI-based tools to apply them to Pakistani schools where age, gender, and institutional tradition usually influence interpersonal relations. Properly applied to assist in ethical and

transparent work, AI might enable school leaders to make more effective, compassionate, and strategic decisions. However, above all, the analysis shows that AI is not a substitute of human judgment; it is only an augmentative instrument into insight.

### Porotype and Sample of a Localized Conflict Resolution Dashboard

Module	Description	Local Relevance
Personality Map	MBTI-based cluster of teachers by department	Enables identifying introvert/extrovert aspects in staff rooms and planning meetings
Conflict Style Overlay	TKI shapes envisioned by teacher	Suitable to settle mediating issues in team teaching or exam synchronization
Conflict Risk Alerts	Ribbons possible tensions backed by sentiment analysis of WhatsApp groups, emails, or meeting notes	Supports initial intervention prior to exam season or parent-teacher conferences
Behavioral Recommendations	AI-stimulated coaching tips, for instance, Inspire collaborative planning by Teacher A.	Bids culturally sensitive recommendations configured to esteem and hierarchy standards

### Interconnected Frameworks of Leadership, Personality & Conflict

#### 1. Blake-Mouton Managerial Grid

- **Axes:** Concern for People vs. Concern for Production.
- **Styles:** Ranges from "Impoverished" (low-low) to "Team Leadership" (high-high).
- **Purpose:** Diagnoses leadership style and its impact on team dynamics.

#### 2. Thomas-Kilmann Conflict Mode Instrument (TKI)

- **Axes:** Assertiveness vs. Cooperativeness.
- **Modes:** Competing, Collaborating, Compromising, Avoiding, Accommodating.
- **Purpose:** Identifies preferred conflict-handling styles.

#### 3. Myers-Briggs Type Indicator (MBTI)

Taking basis from Jungian psychology, the MBTI makes rank of individuals among personality dimensions of thinking and Feeling, Introversion versus. Extraversion. Personality preferences Personality preferences are explored that influence communication, decision-making, and conflict resolution.

#### How They Interrelate

Model	Core focus	Connection
Blake-Mouton	Leadership style	Influences how leaders approach conflict and team engagement.
TKI	Conflict behavior	Often correlates with MBTI traits (e.g., Thinkers may prefer Competing; Feelers may prefer Accommodating).
MBTI	Personality type	Shapes both leadership style and conflict preferences.
Teacher's beliefs and practices	Current behavior	Underpins the actor's worldview their beliefs lead their practices.

## **AI in Action: Conflict Resolution Through the Lens of the Visual Map**

### **1. Blake-Mouton Managerial Grid → AI as Leadership Style Analyzer**

Communication patterns, meeting transcripts, or feedback data forms can be assessed by AI to draw the results whether a school leadership take concern in People or Production.

Based on this analysis, AI can suggest leadership strategies to support and promote team leadership approach in a more balanced way nurturing responsiveness and productivity.

### **2. Thomas-Kilmann Conflict Style Matcher Model and role of AI**

AI can help identify each teacher's default conflict mode (e.g., Avoiding, Competing) through surveys or behavioral data.

It can recommend tailored interventions—like coaching a “Competing” teacher to try “Collaborating” in a specific situation.

In real-time chat or mediation platforms, AI can guide conversations to reduce assertiveness when tensions rise and increase cooperativeness.

### **3. MBTI → AI as Personality-Aware Communicator**

AI can adapt its tone and suggestions based on inferred MBTI traits (e.g., Thinkers may prefer logic-based resolutions, Feelers may need emotional validation).

It can facilitate better understanding between colleagues by translating communication styles—e.g., helping an Introvert understand an Extravert's need for open discussion.

## **Dashboard Output**

The dashboard seeks to enable psychological perception into lucid, **and actionable leadership**, broadening understanding of users themselves and others, decrease conflict, and undertake effective communication—without caring for interpreting and assessing raw data (McCrae et al., 1999).

## **Discussion**

The model has been piloted twice, once in a private college and the second time in a trust- based school. Both times, it was effective in assuaging the underlying source of the conflict and in presenting strategies for future approaches to the conflict management. This model is expected to be quite effective wherever conflict is present, most specifically in schools, where teacher and HR- based conflict is common. The model has certain strengths, being personalized, evidence-based, scalable and it has been shown in both piloting cycles to be reduced in emotional bias.

## **Ethical Considerations**

It is believed and expected that ethical issues will be minimal, since this is an AI-driven model. “Unless saved, AI generative chat-bots do not save the data, and unless breached, AI chat-bot chat history cannot be accessed”. Moreover, it is expected that the educational manager, who is the head and the human element of the conflict management project, will either discard the data, or save it ethically to prevent it from being openly accessible; thus, ensuring confidentiality. However, they may be elements of HR, etc. that may require the data to be saved. This, too, will be at the discerning of the manager. Another ethical issue that may arise is one of educational manager bias (describing the scenario through a subjective lens, and having lack of objectivity). This should be mitigated through manager training and PD for educational managers. Additionally, there is also the risk of algorithmic bias; which may be mitigated through prompt construction, and repeated cycles of dashboard development, leading to a refinement of the design in terms of AI transparency, in avoiding deterministic personality labeling, in data privacy and in cultural sensitivity.

## Limitations

Since this is still in the conceptual stages of the design, the model has only been piloted in two different educational settings, and AI prediction accuracy needs validation. Moreover, personality tests may have biases, and there is a sensitive need for the leader to be well-equipped, and free from personal bias due to personal belief-informed-practices to use AI. Additionally, the conflict actors may not be inclined to accept a computer-generated model citing lack of the human element (Passey, 2020).

## Future Research

Future endeavors call for a rigorous testing of the model in multiple real-life conflicts, using the actual dashboard prototype, and conducting controlled trials. Also effective would be to compare AI-recommended vs. human-recommended strategies, in terms of effectiveness, bias and results.

## Conclusion

In this study, the author has shown that AI has the potential to be a transformative instrument in educational leadership through the discovery of the psychological and behavioral causes of teacher conflict. By means of the combination of MBTI, TKI, Blake-Mouton, and Theory X-Y, AI provides a contextual and culturally-appropriate dashboard to identify tensions and recommend a behavior change.

With the growing complexity being experienced in educational institutions, there is an urgent need to come up with innovative, context-sensitive leadership tools. Ethically and considerately implemented AI can fill the divide between the theory and practice to provide school leaders with a new school philosophy of conflict problem solving. This project intends to add to the accumulating AI-enabled leadership discourse and initiates the debate on AI generated dashboard prototypes, in culturally diverse educational learning environments.

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## Appendix 1

### Consent Form for Teachers

**Title of Study:** *Using AI to Uncover the Conflict Paradigm in High School Settings*

#### **Purpose:**

This study aims to explore how artificial intelligence can help identify and resolve interpersonal conflicts among teachers by analyzing personality traits, leadership styles, conflict behaviors, and motivational assumptions.

#### **Participation Details:**

- You will complete 3 short surveys (MBTI, TKI, Blake-Mouton, Theory X–Y).
- Your anonymized communication (e.g., meeting notes, emails) may be analyzed using AI tools.
- You may be invited to a brief interview or coaching session.

#### **Confidentiality:**

All data will be anonymized. No individual will be evaluated or penalized based on AI findings. Results will be used for research and development purposes only.

**Voluntary Participation:**

You may withdraw at any time without consequence.

**Contact:**

For questions, contact the research lead at [insert school or researcher email].

**Consent Statement:**

I have read and understood the purpose of the study. I voluntarily agree to participate.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix 2**

**Survey Instruments (Brief Versions)**

**1. MBTI Snapshot**

- Choose the option that best describes you:
  - I prefer working alone / I prefer working with others
  - I make decisions based on logic / I make decisions based on values
  - I like detailed plans / I prefer flexibility
  - I focus on facts / I focus on possibilities

**2. TKI Conflict Style**

- In a disagreement, I usually:
  - Avoid the issue
  - Try to win
  - Seek compromise
  - Accommodate others
  - Collaborate for a solution

**3. Blake-Mouton Leadership Style**

- Rate your behavior (1–5 scale):
  - I prioritize task completion
  - I prioritize team harmony
  - I balance both equally

**4. Theory X–Y Beliefs**

- Agree/Disagree:
  - Most teachers need strict supervision to perform well.
  - Teachers are naturally motivated and responsible.
  - Trusting colleagues leads to better outcomes.

**Appendix 3**  
**Sample Dashboard Layout**  
**Conflict Insight Engine**

Section	Visualization	Function
<b>Personality Map</b>	Clustered bubbles by MBTI type	Shows team diversity
<b>Conflict Style Overlay</b>	Color-coded bar chart	Highlights dominant TKI modes
<b>Leadership Heatmap</b>	Grid with Blake-Mouton scores	Reveals department dynamics
<b>Motivation Gauge</b>	Dial showing Theory X–Y balance	Flags trust issues
<b>Alerts Panel</b>	Red/yellow/green flags	Predicts potential conflicts
<b>Recommendations</b>	Text cards	Suggests coaching or team reshuffling

**Feedback Form (Post-Intervention)**

**Title:** *Teacher Feedback on AI-Based Conflict Resolution Pilot*

**Instructions:** Please answer honestly. Your responses will help improve future implementations.

**Section A: Experience**

- I felt understood and respected during the process. (Strongly Agree → Strongly Disagree)
- The AI dashboard insights were relevant to my teaching context.
- The training helped me reflect on my conflict style and leadership behavior.

**Section B: Impact**

- I noticed improved collaboration in my department.
- I feel more confident handling interpersonal tensions.
- The AI recommendations were practical and culturally appropriate.

**Section C: Suggestions**

- What did you find most helpful?
- What could be improved?
- Would you recommend this program to other schools?