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[Nurturing Future Leadership: Analyzing Leadership Traits Among Students for Conflict Resolution, AI-Driven Decision and Personalized Ethics through Focus Group Discussions]

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ABSTRACT

This paper focuses on the responses of students from Business Ethics, Software Engineering, and Organizational Behavior classes in SZABIST University, Hyderabad Campus, regarding leadership characteristics, conflict management techniques, decisions based on Artificial Intelligence, and individual ethics. Nine focus group discussions with 4-5 students were conducted for achieving the research goals and give the opportunity to explore the students' perceptions on the role and impact of artificial intelligence in leadership and ethical considerations. Thus, after the initial coding the topics, discussed in the focus groups, were analyzed using thematic analysis based on the methodology suggested by Maxwell (2012). The results show that students see AI as usable to improve the speed of the decision, though, there are concerns regarding the ethical and cultural consequences of the technology. Moreover, passion participants engage that ethical leadership is significant including the management of AI tools and handling of disputes. We understand that schools must integrate AI ethics, leadership competencies, and cultural sensitive educational programs to qualify upcoming leaders for competencies required in the future society with emerging demands in both technological front and ethical decision making.

Keywords: Leadership traits, conflict resolution, AI-Driven Decisions, personalized ethics, focus group discussions, business ethics, organizational behavior, SZABIST University.

Introduction

The focus on leadership development of any academic curriculum is a critical step for preparing future leaders to address conflicts, make decisions based on AI models, and maintain personalized ethics. Leadership skills like, empathy, good communication and decision-making skills, which are useful in conflict resolution, are usually unpredictable during education (Soomro, Saraih Ahmad, 2023). The infusion of informed decision-making through Artificial Intelligence superimposes a new angle to these traits to embrace high analysis capabilities with efficiency for timely decisions. Črešnar and Nedelko (2020) point out that the value system has a critical role in leadership development, especially the Gen Y and Gen Z leaders who are the future leaders in the industry era. It is the period where technology particularly AI is applied in policy making decision making process and therefore present leaders ought to be familiar with both ethical issues and IT skills. Similarly, Haidri (2024) states that there is a difficulty of promoting a culture of peacefulness in the higher education institutions in Pakistan and thus requires leadership for conflict management and resolution. Coelho and Menezes (2021)

point out that university social responsibility and service learning play an important role in students leadership development as related to their personal, professional, and civil improvement, so that they are ready to integrate AI decision making in a proper and ethical manner.

It further suggests that the relationship between leadership traits and conflict resolution, AI decision making and personal ethics for students is important. Raza, Gilani, and Waheed (2021) review the school leaders' successful leadership conception and found that communication and empathy while dealing with conflicts are significant factors. These traits are essentials as it seeks to embed an AI tool into decision making because it tries to eliminate the human factor, which is empathy and ethical standards. Likewise, Turesky, Smith and Turesky (2020) are press for organizational support to the virtual team leaders for both trust and conflict which tend to become more frequent with the insertion of AI to the teams. Butt et al., (2023) explore what enabling leadership traits are critical for efficient and effective librarianship such as emphatical reason, decisiveness and ethical competence, particularly in the digital age (Goulart et al., 2022). Comparing the Chinese and Pakistani university teachers' perceptions of moral education Asif et al., (2020) stressed on ethical aspects of leadership particularly in cases involving the use of AI technology.

It is challenging to overemphasize the importance of the role that individualized ethics could play in leadership. Morrell, Eukel, & Santurri (2020) highlights soft skills in the professional practice in situations where AI is used to inform decisions on best practices. Elektręca and Lyon (2019) sum up. Afzal Tajik and Wali (2020) have covered the ways of enhancing students' engagement in school leadership especially in rural regions of Pakistan where everyone has personalized ethics. The application of AI within these domains is intended to assist with logistic choices, but the foundations of these decisions must be based on admissible ethical standards. Colom (2022) notes that the use of WhatsApp for conducting focus group discussions is effective to provide an ecological validity and inclusion, as it is crucial to include essential aspects of the leadership and ethics. In the qualitative study conducted by Ashraf, Zareen and Yıldırım (2023) religious self-regulation, resilience and conflict management styles of international Muslim students doing their studies in Islamic University of Pakistan have been depicted, and the potential of ethical leadership approaches that can be personalized through the use of AI technology for decision making have also been evidenced.

Teachers and HEIs administration should focus on conflict resolution in demonstrating their ability to properly address an important issue. Villiers (2021), from study, outlines principles to develop future prepared graduates in their tomorrow work environment; leadership competencies that are required, conflict resolution skills when it comes to decision-making skills in incorporating AI

technologies. In this present study, Saeed et al. (2021) examines the leadership competencies and decision-making patterns for enhancing teacher retention in secondary education: the role of conflict management and the contribution of AI tools in leadership. According to Chiu (2023), generative AI has applications for educational practices and policies as it enables growth of skills in technological systems including ethical decision making and conflict solving.

Consequently, this research in an exploratory attempt to understand leadership attributes exhibited by the students of SZABIST University, Hyderabad and in particular their attitudes regarding conflict, artificial intelligence decision making and individual code of ethics. Therefore, through focus group discussions, it is believed that better understanding of how these traits, are perceived and nurtured within an academic environment will be obtained.

Objectives

1. To identify and analyze the leadership traits among students with a focus on their role in conflict resolution.
2. To investigate the impact of AI-driven decision-making on the development of leadership traits among students.
3. To understand the role of personalized ethics in shaping effective leadership among students.

Literature Review

Different works have focused on the leadership qualities, conflict resolution, and decision-making factors including the use of artificial intelligence (AI) among the students to identify the relevant leadership qualities that are expected from the leaders. Soomro, Saraih, and Ahmad (2023) pay concern to study the role of personality traits and conflict management styles, particularly leadership effectiveness. Some of them postulate that while the aptitudes like empathy, decision making, flexibility and others are vital in the exercise of power conflicts are central in honing leadership skills. This theoretical perspective is in tune with the concept that leadership encompasses not only the completion of work and organizational responsibilities but also processual aspects and disputes (Črešnar & Nedelko, 2020; Haidri, 2024; Coelho & Menezes, 2021). The relevance of these traits can be boosted by findings from research in virtual teams where the aspect of trust and conflict is considered significant in the leadership process (Turesky, Smith, & Turesky, 2020). Further, Butt et al., (2023) have also enumerated the similar competencies that are required for successful librarianship hence the author confirms the context sensitiveness of leadership competencies.

Leadership even in different era has been looked into in studying the generation gap, Črešnar and Nedelko (2020) proposed the self-optimized leadership principles of Generation Y and Z with reference to the industrial environment. According to the authors, these generations are more likely to value such like;

innovation, flexibility, and ethical sensitive in a culturally dynamic environment more than the previous generational employees (Soomro et al., 2023; Haidri, 2024; Coelho & Menezes, 2021). This is in line with the theory, which suggest that leadership is not a static concept that fails to change with time due to generation and advance technological world with integration of artificial intelligent in decision making systems (Raza et al., 2021; Gilani et al., 2020; Smith et al., 2022; Butt et al., 2023). It's important to better understand these values in an effort to cultivate successful leadership programs for young generations developing strategies that will help prepare them for the future (Goulart et al., 2022).

In his article titled; 'Addressing the Challenge of Building Peaceful Culture in Higher Education Institutions in Pakistan' published in 2024-navbar, Haidri Navbar. This research underscores the role of leadership as the fostering of peace as well as the addressing of conflicts in the academic institution. Haidri's work raises such important leadership qualities that, while being efficient in bureaucratic settings, are ready to promote peace-building work and diversity (Coelho & Menezes, 2021; Raza et al., 2021; Turesky et al., 2020). This is in congruence with the theoretical view of leadership in the school settings as not only being marked by social and cultural aspects (Butt et al., 2023; Goulart et al., 2022; Asif et al., 2020). In this regard, leadership entails effective empathy, ethical-, and conflict-solving competencies, which are now more often supported by artificial intelligence and machine learning (Morrell, Eukel, & Santurri, 2020; Afzal Tajik & Wali, 2020; Colom, 2022).

There are many approaches to leadership development among university students with regard to university social responsibility and service learning as it has been pointed by Coelho and Menezes (2021). According to their findings it proves their hypothesis stating that USR and service learning play the best part of students' personal, professional, as well as civil education and leadership skills are promoted (Soomro, Saraih & Ahmad, 2023; Črešnar & Nedelko, 2020; Haidri, 2024). The theoretical underpinnings for making this argument into an argument are that, the learning by doing and community involvement is important for such leadership to emerge that is responsible and has high ethical standards (Raza et al., 2021; Turesky et al., 2020; Butt et al., 2023). Such programs give students practical possibilities to use the acquired material in real-word situations, Thus, such programs help closing the gap between theory and practice, as well as incorporation of the AI tools to support the decision-making processes (Asif et al., 2020; Morrell et al., 2020; Goulart et al., 2022).

Hypotheses about effective principals' recommendations of effective leadership present important views for assessing required leadership characteristics. Raza, Gilani and Waheed (2021) undertook a mixed methodologies case study of a private School Network in Pakistan, where authors noted that successful leaders

are those who can communicate effectively, are empathetic and are moral (Soomro, Saraih, & Ahmad, 2023; Črešnar & Nedelko, 2020; Haidri, 2024). This is in concord with the theoretical lens that leadership is complex in that, it encompasses relationship management skills, professionalism, problem solving and AI inclinations (Coelho & Menezes, 2021; Turesky, Smith & Turesky, 2020; Butt, Jabeen, & Zareef, 2023). Knowledge of these characteristics is crucial when designing leadership learning objectives for students so that they can acquire the necessary competencies to operate within organizations' environments (Goulart et al., 2022; Asif et al., 2020; Morrell et al., 2020).

The phenomena of virtual team leadership have taken significant importance in the modern place of work as supported by Turesky, Smith, and Turesky (2020). It accentuates trust, conflicts resolution, and organizational support in virtual teams according to their research. The authors posit that there are conflicts where virtual leaders are expected to solve them out by meeting virtually, and they need to have sharp communication skills, culturally intelligence, and remote conflict solving skills (Soomro, Saraih, & Ahmad, 2023; Črešnar & Nedelko, 2020; Haidri, 2024). This view is based on the assumption that leadership, in virtual context, is different from that in non-virtual or regular environment (Coelho and Menezes, 2021; Raza, Gilani, and Waheed, 2021; Butt, Jabeen, and Zareef, 2023). Acquiring these skills, including AI-driven decision making, is important for leaders to unlock the management of remote work challenges and an increasingly digital integrated workplace (Goulart, Liboni, & Cezarino, 2022; Asif et al., 2020; Morrell, Eukel, & Santurri, 2020).

Appropriate type of leadership skills required for effective librarianship are discussed by Butt, Jabeen and Zareef (2023). Vangen and Huxham classify them as communication, adaptability, and ethical reasoning as useful skills for a librarian. Indeed, it fits well with the theoretical advancement that leadership competencies are contingent upon organizational context and that leaders need to tailor leadership skills in their professional domains (Soomro, Saraih, & Ahmad, 2023; Črešnar & Nedelko, 2020; Haidri, 2024). The attention to the aspect of librarianship demonstrates that leadership involves different aspects in the various fields of practice since some aspects may be equally essential, yet expressed diversely (Coelho & Menezes, 2021; Raza, Gilani, & Waheed, 2021; Turesky, Smith, & Turesky, 2020). This perspective is especially important when building leadership programs and targeting various professions (Goulart et al., 2022; Asif et al., 2020; Morrell et al., 2020).

Goulart, Liboni, and Cezarino (2022) on contribution of higher education to skills that meet the need of the digital transformation period. It is for this reason that they claim that leadership preparation in higher learning institutions requires a curriculum overhaul given advancing digital technology. Bridging of these skills

can encompass critical thinking skills, flexibility, ethical judgment, and the application of AI-aided decision-making tools, to mention but a few particulars by Soomro, Saraih, and Ahmad, 2023; Črešnar and Nedelko, 2020; Haidri, 2024. Their work aligns with the theoretical framework that in order for education programs to prepare students for the existing and emerging job market, then leadership development has to be incorporated into the programs (Coelho & Menezes, 2021; Raza, Gilani, & Waheed, 2021; Turesky, Smith, & Turesky, 2020). This approach ensures that learners are not only skilled but also are fit to lead ethically and effectively in world that has adopted technological advancement (Butt et al., 2023; Asif et al., 2020; Morrell et al., 2020).

Research Questions

1. What leadership traits are most common among students studying Business Ethics and Organizational Behavior and software engineering.
2. How do these leadership traits influence students' approaches to conflict resolution and AI-driven decision-making?
3. In what ways do personalize ethics influence students' leadership effectiveness?

Methodology

In order to conduct this research, nine focus groups of students (4-5 students per group) from the Business Ethics, software engineering and Organizational Behavior courses were selected from SZABIST University, Hyderabad campus. The focus groups were designed to generate qualitative data regarding students' leadership characteristics, conflict-solving methods, AI-Driven Decision, and individual ethical standards. Every focus group session was carefully designed for conducting the focus group sessions and managing how information is gathered from the participants. They were supposed to contain the students' insight on leadership and ethics as well as experiences here in the academia and other organizations. Measures were taken to maintain the richness and the validity of the data from all the sessions which were taped and transcribed. This kind of approach let the researchers trace more details of the participants' attitude, which is good for the next stages of the analysis.

In the case of data analysis, application of a Thematic Analysis method meant for extracting and interpreting patterns in the focus group discussions was used. Thus, according to the guidelines proposed by Maxwell (2012) concerning the analysis of qualitative data, the first step was made to reread the transcriptions until the researcher knew them nearly by heart. The first process was the open coding where the researchers noted the responses that touched leadership characteristics, conflict solving approaches, AI-Driven Decision, and the individual ethical standpoint. These codes were then subjected to axial coding to establish connection and abstractions to the codes from the texts. The last procedure was

Journal of Management & Social Science
VOL-1, ISSUE-4, OCT- DEC- 2024-FALL

the selective coding in which the data were sorted out according the research questions and questions regarding the findings. (Eisenhardt, 1989). It is argued that through this extensive analytical process, following Maxwell’s (2012) methodological framework, ensured that the built themes were both suitable and emerged from the data themselves and offered unique insights into the students’ perceptions and experience.

Results

The following table consolidates the key variables and codes determined in focus group discussion for twenty students in four groups within the investigation on “Raising the up and coming leadership.” These are; Leadership Traits, Conflict Management, Artificial Intelligence Decision Making, and Individualized Ethics. Each variable is investigated through four categories representing the students’ point of view and practice. For instance, Leadership Traits use thematic aspects such as decision-making, communication, levels of empathy and problem-solving to provide different perspectives of how students envision and perform leadership. Likewise, Conflict Resolution is explored based on taught themes like collaboration, assertiveness, mediation and flexibility still in analyzing sample students’ ways of handling conflicts and interpersonal relations within a group.

Table 1: Explored Themes from Focus Group Discussion Transcripts

S. No.	Variable	Themes	Theme Codes	Description
1	Leadership Traits	Decision-Making	LT1	How students describe their decision-making abilities and approaches to leadership roles.
		Communication Skills	LT2	Insights into how students perceive their communication skills as leaders.
		Empathy and Emotional Intelligence	LT3	Exploration of students' empathy and emotional awareness in leadership contexts.
		Problem-Solving Skills	LT4	Students' views on how they approach and resolve conflicts and challenges.
2	Conflict Resolution	Collaborative Approach	CR1	How students resolve conflicts through teamwork and collaboration.
		Assertiveness	CR2	The role of assertiveness in resolving conflicts and taking leadership positions.

3	AI-Driven Decision	Mediation Techniques	CR3	Students' use of mediation skills in conflict resolution.
		Compromise and Flexibility	CR4	The importance of compromise and adaptability in resolving disagreements.
		Data-Driven Decision Making	AID1	Students' understanding of using data and analytics in decision-making.
		Ethical Considerations	AID2	How students address the ethical implications of AI-based decisions.
4	Personalized Ethics	Automation vs. Human Judgment	AID3	Students' perspectives on the balance between AI and human decision-making.
		Trust in AI Systems	AID4	The level of trust students place in AI systems for decision-making.
		Individual Moral Frameworks	PE1	How students develop their personal ethical frameworks and its impact on leadership.
		Ethical Dilemmas in Leadership	PE2	Exploration of the ethical dilemmas students face as leaders in academic and professional settings.
		Integrity and Accountability	PE3	The role of personal integrity and accountability in ethical leadership.
		Cultural Influences on Ethics	PE4	How cultural backgrounds influence students' ethical decisions and behavior.

The last ones speak about the theme codes and descriptions, giving additional information about each of the themes distinguished in focus group discussions. For example, under Leadership Traits, specific themes may be: “Decision-making,” (“LT1”) in which students show how they can employ these attributes, or “Empathy and Emotional Intelligence” (“LT3”). In Conflict Resolution, the themes; “Collaborative Approach” (CR1) and “Compromise and Flexibility” (CR4) explain how students handle conflict situations. Likewise, the AI-Driven Decision variable examines the students’ perception on the use of AI in leadership positions and more specifically on decision-making using statistical analysis, handling of ethics and reliability of the AI systems. Latest among the researches is the Personalized

Journal of Management & Social Science

VOL-1, ISSUE-4, OCT- DEC- 2024-FALL

Ethics which spurns the notion, how students develop their personal or individual ethical system with regards to moral values, leadership and organizational culture. The following table constitutes a clear and structured guidance which may help to analyses students' work instrumentally regarding the leadership traits, decision-making processes, ethical frameworks which were described in the course of the study.

Variable 1: Leadership Traits

Theme 1: Decision-Making (LT1)

The theme of Decision-Making describes the students' performance in such cases as well as in the situations when they meet with choices for decisions. These included informative, proficient and confident self-perceptions in the use of logical action and experience-based decision making, stressing that an array of perspectives should be considered before action is taken. A few of the students said that they were thinking academically in their decision making while others pointed to the use of gut feeling especially when time is of essence. However, a few students admitted that during decision making, they often experienced a reluctance to act due to the possibility of failure in that condition. Regarding this theme, students appreciate both the rational and heuristics decision making but there is a tension between confident in making decision and fear in the leadership crisis situations.

Theme 2: Communication Skills (LT2)

Therefore, communication is the ingredient that can be discussed in details when considering students' perceptions of leadership. Leaders have to be good communicators at both the verbal and nonverbal levels, according to the opinion of the participants. A significant number underlined the need to practice their oral presentation skills in order to effectively inspire others and require necessary changes indicating that communication is a major leverage for encouraging people and managing conflicts. Nevertheless, it was reported that some students realize that at the same time, although they know its significance, they struggle with both spoken and written expression in pressured circumstances, especially if the environment is either expansive or unfamiliar to them. This theme portrays what the students know by showing that good communication is important in leadership but still depicts the process through which the skill is being subjected to the ever-developing process that the learners' go through in their academic curriculum.

Theme 3: Empathy and Emotional Intelligence (LT3)

Kindness and personality were identified as constructive leadership qualities, for which multiple students claimed that emotions and feelings are essentials to leadership. Some participants also highlighted their capacity to access other teammates, check in on them and make sure that everyone is comfortable to

share their thoughts. Though, certain students observed the tension between being ear, kind, and being the boss, or as put it 'the conflict between the heart and the head.' This theme speaks to the students' understanding of the role of emotional intelligence in leaders, and shows some of the tensions between the existential and authoritative aspects of leadership.

Theme 4: Problem-Solving Skills (LT4)

Particularly the problem-solving was accentuated as one of the pillars of leadership students focused on the creativity component. Majority of the participants explained that they were systematic in their problem-solving approach where they divided problems into sub tasks, and involved others in solving tasks. Nonetheless, a few students admitted experiencing some trouble if the situation is quite complicated or unpredictable, most especially where some prompt solution is expected. This theme continues to show that, while students are self-confident for solving problems, there is an understanding of difficulty in viewing such problems and coming up with solutions, especially where time or resources are a constraint.

Variable 2: Conflict Resolution

Theme 1: Collaborative Approach (CR1)

The theme of Collaborative Approach relate back to the short stories by owning the characteristic of the students being intolerant of conflicts and preferring to solve them through cooperation and with the help of a team. According to participants, one of the valued strategies was the inclusiveness in the conflict solving process and the search for a compromise. They also observed that conflict handling involves the use of cooperation that is effective in the development of courteous and responsible relationship of team members. Still, a few students mentioned it is important for them to make as much diversity as possible to ensure everybody's voice is important. Nonetheless, certain students pointed out that this approach often fails to be efficient, particularly within a group working with non-cooperative people, or in a situation where there is no sufficient time for consensus. This theme shows that most students have a compliance with collaboration but agree with the statement that collaboration may be difficult in some situations due to the lack of cooperation.

Theme 2: Assertiveness (CR2)

Being assertive was revealed as another theme important in conflict management as students learnt the importance of voicing self and realizing that one has rights that should be respected by others. A major point emphasized by some participants pointed at the need to 'stand one's ground' when in leadership roles be it when there is need to come up with quick decisions or when the actions or words of some individuals are likely to disrupt facility team dynamics. As a result students mentioned that assertiveness enables one to be firm on some issues so

that one's view is considered. Some participants pointed out that assertiveness may sometimes poses some problems as they may be interpreted as aggression or the need to offend leading to further conflicts. This theme shows that students appreciate the difference between assertiveness in the management of conflicts and aggression and consider conflict solution as a skill that could use improvement.

Theme 3: Mediation Techniques (CR3)

There was a common emphasis on types of Conflict Solution called Mediation Techniques as being one of the key instruments in managing conflicts within groups. Some students mentioned that they have witnessed or tried to solve conflicts between students where one of the participants tries to listen and explain the situation to another one. Some of the approaches that participants described for implementing the concept of mindfulness included active listening, paraphrasing and re- framing another person's point of view. Yet, some of the students said that they find it hard to moderate passionately emotional or rigid-seeming controversies which participants are not prone to compromise. This theme emphasize that students appreciate mediation as a constructive, yet they consider it as challenging in high arousal situations to apply in the right manner.

Theme 4: Compromise and Flexibility (CR4)

There was an appreciation of the usefulness of the strategies of compromise and flexibility as elements of the conflict solving process. Promises students made: the students mentioned that they have to sacrifice something in order to gain a common goal with others especially when there is conflict of interest in decision making process of an organization. They described that the understanding of being adaptive made them ready to accept others' opinions and to compromise. Nonetheless some students added that in the general notion that compromise is not done at the expense of personal, religious or even moral values or standards. Regarding conflict, this theme focuses on the students' perception that resolution implies change and the willingness to concede, yet, this learning also concerns the realization that extra concessions erode individual fulfillment or organizational equity.

Variable 3: AI-Driven Decision Making

Theme 1: Trust in AI Systems (AI1)

The theme Trust in AI Systems encompasses students' different degrees of readiness to rely upon artificial intelligence in decision making. More specifically, a majority of participants had a positive attitude towards the use of AI in insurance, and perceived that the use of tools supported by artificial intelligence would improve the accuracy of decision making based on a large amount of data. Some of the students perceived the capability of AI to handle huge data in making efficient decisions a positive factor amidst numerous choices. However, there

were concerns from students with regards to freedom and accuracy of artificial intelligence algorithms as well as questionable randomness of AI systems. This theme shows that students in particular have a tendency to trust AI to perform tasks more efficiently with the concern about the authenticity of the AI decisions that are made.

Theme 2: Ethical Considerations (AI₂)

Students were very much engaged on this topic, reflected on our learning outcomes, when they used Ethical considerations as a heading during our group sessions. They admitted that AI proffers important insights about organizations and but leadership and decision making based on AI provoke many ethical dilemmas. This included privacy, security, and a probable recycling of the bias. A number of the students highlighted that organizations should set out the rules of ethical usage of AI to make sure that it does not harm civilization utilizing methods that are ethical. This assigned theme shows that while students are acknowledging the advantages' of incorporating AI in school settings, they are also worried about the potential ethical implications of such systems' incorporation in practice.

Theme 3: Data-Driven Decision Making (AI₃)

Data-Driven Decision Making emerged as another, more general, theme of the conversations as best captured by participants' reflections on the ways information technology, including artificial intelligence, enhances the capacity of decision-makers. Some students pointed at the fact of how prevalent data it in today's management, explaining beneficial aspects of its usage by the AI algorithms as the ability to process large amount of data and recognize patterns which might be unnoticed by the human eye. This capability was viewed as a desirable one that helped to make decisions more objective and grounded in-guide data. But there were some points like the overuse of the data sources where some students pointed out that the AI process might fail to capture the human ways of assessing things. This theme makes the conclusion that although students see the usefulness of the usage of AI in data analysis, at the same time, they understand that AI cannot make a decision without taking into account the human factor.

Theme 4: Integration of AI in Leadership Roles (AI₄)

Roles played by AI in Leadership function seemed to be a theme that captured students' attitude towards the role of AI in leadership. Also, two groups of students debated the potential use of AI in helping leaders better understand the market, the employees, and potential problems in their organizations. , some students explained that they believed AI is helpful for leaders in making better decision, while others said that they believed that AI is never going to be good enough to become a human like leader. Participants felt that AI may bring

efficiency to leadership practices, but cannot fully substitute for people's discretion in their day-to-day work. Through this particular theme, students define AI as the tool which supports and supplements the leadership, improving decision-making, yet maintaining the humanity of leaders.

Variable 4: Personalized Ethics

Theme 1: Ethical Decision-Making in Personal Life (PE1)

The topic of Ethical Decision-Making in Personal Life deals with specific doubts, which show the students' vision on the way they proceed in ethical decisions in personal life. Several participants stressed that in carrying out their activities they should be guided by the principles of ethics, even during difficult or ambiguous work situations. They were also keen to stress that their attitude to work is also personal ethics and their decisions in the everyday and in a situation specifically involving ethical issues. But some students agreed that personal beliefs may come up against personal interests at certain times and in certain situations, for instance, when societal norms and beliefs or peer pressure impacts the decision making. This theme shows that even though the students performing the actual ethical behavior in their personal lives, they are not immune to fail at practice due to various influences.

Theme 2: Workplace Ethics and Professional Integrity (PE2)

Workplace Ethics and Professional Integrity was one of the most popular topics in students' comments on Personalized Ethics discussing how they consider ethical actions in the workplaces. Participants claimed that Ethics of integrity, honest, and transparency fundamental value system that operationalize in the working place. All of them claimed that they were ready to be ethical whenever they are at the workplace despite the pressure of working or bowing to organizational pressure to, for example, meet certain deadlines. Yet some of the students admitted that there are organizational factors, for example, power relations or organizational pressure on achieving particular results, which may influence their ethical decisions. This theme is critical in identifying the values that students attribute to professionalism, overall student awareness of questions of integrity, and certainty cacophonies though they are aware of possible conflicts of ethic with workplace conditions.

Theme 3: Cultural and Social Influences on Ethics (PE3)

It should be noted that Cultural and Social Influences on Ethics was identified as an important theme which students grasp their ethical perception is defined by cultural and social values. I observed how people learned values and how practices from their culture, families, and society affect their ethical choices. Some of the students pointed towards culture as being an influence of what is correct from wrong, as well as informing respondents that ethical standards may be quite different in different cultures. Ethical dilemmas based on students'

personal interest and societal norms were also highlighted by some of the students. This theme shows that student understand the dynamics between the culture and society and own ethical systems, that it is not always easy for them to uphold a universal ethical value but it depends with the culture they dwell in.

Theme 4: Ethical Leadership and Role Models (PE4)

Students also discussed the role of ethical leaders through the analyzed key theme, Personalized Ethics, pointing out that their leaders are their role models in many ways. Concerning ethical motivation, students' point out the necessity of ethical leadership, which would help to motivate individuals and teams and promote most ethical choices. They continued on how they like getting nucleated by leaders who are ethical and display values like; integrity, fairness and accountability. For the second question, some of the students found themselves wishing to be like ethical leaders who they are convinced can influence the behavior of subordinates in an organization through their ethical practices. It deserves to be noted that this theme uncovers students' awareness about the need of ethical leadership to influence their ethical actions and choices as well as desire to become ethical leaders of tomorrow.

Discussion

The information that has been gathered from the focus group discussions comprises students' knowledge about leadership qualities, conflict management, AI-based decisions, and tailored ethical approaches. The results show a specific awareness of the enhanced demand for artificial intelligence (AI) in the leadership positions with the students showing interest and concern. These findings are in support of Abduljaber's (2024) review of literature that highlights the ways AI can revolutionize educational leadership decision making, teaching and learning. While discussing the students in the focus groups characterized the usefulness of using AI in their learning, but at the same time mentioned the advantages of the AI, they mentioned the disadvantages, including the existence of ethical issues, but also possible prejudices in AI systems. These mixed feelings are similar to those described by Kurkan and Çetin (2024) who pointed to the aggression that educational administrators have towards implementing AI in leadership position with special reference to the ethical implications.

About individual ethical preferences, students have a preference shared by Saeed et al., (2021) about ethical leadership and professionalism adscription. Specifically, with reference to AI involvement in decision making, students pointed out the downside of AI in the meaning that, even though they can contribute to the decision making process in many ways, the human aspects of ethics are still invaluable. This aligns with Shields' (2024) exploration of the dual role AI plays in leadership: as an innovative enabler and agent of change, it stimulates widespread debates about the nature of human-centric leadership. Additionally,

participants distinctly emphasized the impact of cultural and social factors on ethical decision-making as a factor of contextuality of ethic or Ethic as Context, as recognized by Tajik and Wali (2020) through investigating the impact of context and environment on practice of leadership within rural or culturally-saturated cultures.

The focus on leaders' ethical obligations draws a correlation between their research and Pawar and Dhumal's (2024) work on the ways that technology changes leadership management practices. The participants in the focus groups stated that ethical leadership and the successful knowledge of the Leadership of AI-tools are crucial for future managers. This correlates with Nadeem's (2024) assertion that modern leadership entails technical proficiency in a combination with interpersonal skills in which managing ethicality in existing technology is as important as managing technology. Thus, the answers of the students indicate their concern for increasing the awareness on the part of leaders on how both technology and ethical principles could be interwoven more effectively in order to promote the responsible uses of AI and other technologies in education, as well as other organizations.

Implications

The conclusion of this research has important implications for leadership learning in educational and workforce settings, especially during the ever-evolving importance of AI work. Since students demonstrate a better understanding day in day out of ethical leadership, conflict management and the use of AI in decision-making, then it would be important to prepare future leaders for ethics-based problems in the light of the emerging technologies. Institutions should therefore endeavor to incorporate into their training curriculums the elements of ethical leadership including aspects relate to the current and emerging vestiges of artificial intelligence and technology in leaders' decision-making process offering courses like ethics in Artificial Intelligence, leadership and personalized ethics, more students would be fit for the challenge of making moral decisions to act in ways that suit the new complex digital age. This is in sharp contrast with the suggestion made by Saeed et al. (2021) on the need to develop leadership competencies that embrace ethical decision making as well as participation.

In addition, the findings can be further discussed toward development of the appropriate culture that will enable students addressing the ethical and social responsibilities of AI in the leadership context. Due to that perception, there exist a gap where education institutions need to provide platform for dialog and discussion on issues such as risks and benefits of AI. This should assist learners in achieving a better concept of how AI is deployed in leadership practices so that they can implement AI more effectively responsibly. Also, the awareness of cultural and social factors as the source of the ethical understanding provides the

arguments for context-sensitivity of leadership education training, admitting the internal diversity of the students. By professionally integrating these elements into the leadership development programs, the universities as well as the organizations can cultivate the new generation leaders who are both technically capable and (2009) ethically prepared to face the conventional and virtual leadership situations.

Recommendations

From the conclusions presented in this research, the following recommendations can be generalized to improve leadership development in terms of AI decision-making and personalized ethics. These recommendations are being made with an intention of preparing the future leaders for the tasks that they would be required to undertake in the future leadership positions along with a right kind of touchstones that comprise of ethical standards.

- **Integrate AI Ethics and Leadership Training:** University should include new specific courses related to ethical issues of AI to prepare students for leadership roles to manage both the benefits and risks of AI decision making.
- **Foster Critical Thinking on Cultural and Ethical Influences:** Leadership educational institutions should develop areas for learning where learners can discuss how cultural factors and their system of ethics predisposes them for ethical decision-making in various organizational settings.
- **Promote Experiential Learning in Leadership:** To sum up, universities should prepare capabilities that consider AI tools integrated with ethical decision-making and posing real-world challenges, for example, internships or leadership projects that students might encounter in their future professions.

Future Research

For example, future work can extend this study by investigating the enduring consequences of AI implementation on organizational leadership training and development, and analyzing how leaders of organizations change their approaches to uphold ethics and integrity under upgraded AI technologies. Future research could also explore how cultural differences affect leadership and ethics across different organizations in regard to all those organizations that operate in an international setting and are exposed to intercultural conflicts. Further research on how the outcomes-based training model supported by AI can improve competencies related to leadership, including conflict resolution and decision making, may give a better understanding of how the AI can best be used in developing leaders for the organization ethically. Last, prospective quantitative studies could examine whether and to what extent the students' perceptions change in the managerial settings as they become emerging leaders.

Conclusion

In conclusion, this study provides valuable insights into students' perceptions of leadership traits, AI-driven decision-making, conflict resolution, and personalized ethics, highlighting the growing awareness of the importance of ethical leadership in an increasingly digital world. The findings suggest that future leaders must be equipped with both technical knowledge and strong ethical frameworks to navigate the complexities of AI in leadership roles. By integrating AI ethics, cultural influences, and ethical decision-making into leadership curricula, educational institutions can better prepare students for the challenges of modern leadership. Ultimately, this study emphasizes the need for a holistic approach to leadership development, combining technology, ethics, and cultural awareness to foster responsible and effective leaders in the digital age.

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