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Implementation of the Vroom-Yetton Model in Mitigating Teacher's Interpersonal Conflict: An Analysis of Workload Distribution Policy in Schools

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A B S T R A C T

The management of teacher workload and decision-making processes in schools plays a crucial role in shaping organizational climate and teacher well-being. This study analyzes the implementation of the Vroom–Yetton Decision Model in managing teacher workload distribution as an effort to mitigate interpersonal conflict at SD Negeri Wangkelang. A qualitative case study approach was employed involving the principal and teachers as key informants. The findings indicate that teacher workload distribution is not yet fully proportional, particularly in non-teaching assignments, leading to perceptions of unfairness among teachers. This condition contributes to work stress, reduced job satisfaction, and latent interpersonal conflicts within the school environment. Although these conflicts are not openly expressed, they still affect collaboration and working relationships among teachers. Furthermore, the decision-making process in workload allocation remains dominated by the principal, with limited teacher participation. This shows that the Vroom–Yetton Model has not been optimally implemented in a participative manner. The lack of involvement reduces teachers' sense of ownership toward school policies and increases organizational tension. The study integrates workload distribution, participatory decision-making, and interpersonal conflict within the Vroom–Yetton framework, offering insights for more participative leadership to improve fairness, job satisfaction, and school climate.

1. Introduction

Schools as educational organizations constitute social systems in which intensive interactions occur among individuals, particularly teachers as the primary actors in the learning process. These interactions often create complex workplace dynamics, including the emergence of interpersonal conflict. Interpersonal conflict within the

school environment refers to situations in which differences in perceptions, interests, or negative interactions arise among teachers in carrying out their professional responsibilities. If not properly managed, such conflicts may disrupt the stability of the school organization.

Research indicates that interpersonal conflict in schools is closely related to teacher work stress and often emerges due to role ambiguity and unequal workload distribution (Bakker et al., 2022). Furthermore, unresolved conflicts may reduce work effectiveness and disrupt collaborative relationships among teachers. High workloads have been proven to contribute to increased work stress, psychological pressure, and relational conflict within educational settings. In addition, prolonged interpersonal conflict may negatively affect teachers' emotional well-being, organizational commitment, and professional performance. If such conditions persist, they may also decrease the quality of communication, weaken teamwork among teachers, and ultimately influence the overall effectiveness of the educational process within schools.

One of the issues frequently triggering interpersonal conflict in schools is the policy regarding the distribution of teachers' workloads. Imbalances in teaching assignments, additional duties, and administrative responsibilities often create perceptions of injustice that lead to decreased work motivation, weakened collaboration, and disruption of a harmonious work climate. Teacher workload encompasses all professional activities, including instructional activities, administrative responsibilities, and other additional tasks within the school, and imbalance in such workloads may create psychological pressure that affects teacher performance.

Studies have shown that workload significantly affects teachers' work stress and performance in schools (Verdurand et al., 2020). When workloads increase without adequate organizational support, the risk of emotional exhaustion and declining work effectiveness also increases. In addition, workload and role conflict significantly influence teachers' levels of work stress (Nifriza et al., 2024). High levels of work stress not only affect teachers' psychological conditions but also reduce the quality of social interactions within the school environment.

In the context of educational management, high work pressure and the intensification of teachers' duties have become global issues affecting both the quality of learning and teacher well-being. These conditions are closely associated with role conflict, burnout, and declining job satisfaction, which may ultimately increase turnover intention (König et al., 2022; Maas et al., 2021). Therefore, a decision-making approach is required that is not only efficient but also capable of minimizing the potential for interpersonal conflict within school organizations.

Conflict management refers to the ability of individuals or organizations to manage and resolve conflicts so that they do not interfere with organizational performance. Research has demonstrated that conflict management skills significantly influence teacher performance (Gintulangi & Arsana, 2021). The better teachers' abilities to manage conflict, the higher the effectiveness of their work and the quality of

interpersonal relationships within the school environment. Perceptions of fairness within school organizations also represent an important factor influencing teacher job satisfaction. Injustice in task distribution often becomes a major source of interpersonal conflict. Marzuki (2022) explained that organizational climate, work conflict, and workload significantly influence teachers' job satisfaction. When teachers perceive that they are not treated fairly, their level of job satisfaction tends to decrease, while the potential for conflict increases.

Moreover, high work stress is one of the consequences of unbalanced workloads and unresolved interpersonal conflict. Verdurand et al. (2020) explained that excessive workload is a major factor contributing to teacher work stress, while Bakker et al. (2022) added that prolonged work stress may worsen interpersonal relationships and reduce teacher well-being within schools. One model considered relevant in the context of conflict management and workload distribution is the Vroom Yetton Model, a decision-making model that emphasizes subordinate participation in the decision-making process based on situational characteristics. This model assists leaders in determining whether decisions should be made authoritatively, consultatively, or participatively according to the complexity of the problem and the urgency of the decision.

In practice, teacher involvement in school policy decision-making contributes to increased organizational commitment and job satisfaction. Conversely, centralized decision-making without participation may worsen perceptions of injustice in task distribution. Therefore, a participatory decision making approach becomes essential in creating a healthier and more harmonious work climate. The Vroom Yetton Model is considered relevant in the context of teacher workload distribution because it enables school principals to adjust leadership styles according to the complexity of the situation. In certain circumstances, involving teachers in the decision making process may enhance perceptions of fairness, strengthen commitment, and reduce the potential for conflict. On the other hand, in some situations, an authoritative approach remains necessary to maintain efficiency and consistency in school policies.

SD Negeri Wangkelang, as one of the elementary educational institutions, also faces challenges in managing teacher workload distribution, which has implications for interpersonal relationship dynamics. Work conflict and workload imbalance have been shown to reduce job satisfaction and disrupt the quality of collaboration among teachers within the school organization. Based on this background, this article aims to analyze the implementation of the Vroom Yetton Model in teacher workload distribution policies as an effort to mitigate interpersonal conflict at SD Negeri Wangkelang. This study is expected to provide theoretical contributions to the development of decision-making management in schools, as well as practical contributions for school principals in creating a fairer, more collaborative, and harmonious work climate.

2. Methodology

Research Type and Approach

This study employed a qualitative approach with a case study design. This approach was selected because the study aimed to gain an in-depth understanding of the implementation of the Vroom Yetton Model in the decision-making process regarding teacher workload distribution and its relationship with the emergence of interpersonal conflict within the school environment. A case study design enables researchers to explore phenomena contextually, holistically, and intensively within a single research setting, namely SD Negeri Wangkelang. Through this approach, the researcher was able to examine the meanings, experiences, and perceptions of educational stakeholders regarding workload distribution policies and their impact on interpersonal dynamics among teachers.

Research Site and Participants

This research was conducted at SD Negeri Wangkelang, one of the public elementary schools characterized by relatively complex teacher work dynamics. The research participants consisted of the principal as the primary policy maker, as well as classroom teachers and subject teachers as the implementers of workload distribution policies. Participants were selected using purposive sampling based on their direct involvement in the decision-making process and their experiences related to interpersonal conflict within the school. Therefore, the selected informants were considered capable of providing relevant, in-depth, and appropriate information in accordance with the focus of the study.

Data Collection Techniques

Data collection in this study was conducted through three primary techniques: in-depth interviews, observation, and documentation. In depth interviews were conducted with the principal and teachers to obtain information regarding the decision-making process of teacher workload distribution, the level of teacher participation, and experiences related to interpersonal conflict. Observations were carried out to directly examine interactions among teachers, work patterns, and the implementation of task distribution within the school environment. Meanwhile, documentation was used to collect supporting data such as official workload assignment decrees, teaching schedules, and teacher meeting minutes related to school policies.

Data Analysis Technique

The data analysis in this study employed the interactive model developed by Miles, Huberman, and Saldaña, which consists of four stages: data collection, data reduction, data display, and conclusion drawing. During the data collection stage, all information obtained from interviews, observations, and documentation was systematically compiled. The data were then reduced by selecting and focusing on information relevant to the implementation of the Vroom Yetton Model and

interpersonal conflict among teachers. The reduced data were subsequently presented in the form of structured descriptive narratives before conclusions were drawn and repeatedly verified to ensure the validity of the research findings.

Data Validity

The validity of the data in this study was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal and teachers, while technique triangulation was carried out by comparing findings from interviews, observations, and documentation. In addition, this study employed member checking by reconfirming interview results with the informants to ensure data accuracy and consistency. The researcher also engaged in prolonged engagement at the research site to gain a deeper understanding of the research context and to minimize bias in data interpretation.

Research Focus

This study focused on analyzing the implementation of the Vroom Yetton Model in the principal's decision-making process regarding teacher workload distribution. Another focus was identifying the level of teacher participation in decision-making, perceptions of fairness in task distribution, and their impact on interpersonal conflict within the school environment. Furthermore, the study examined how workload distribution policies influence the work climate and teachers' job satisfaction. Through these focuses, the study was expected to provide a comprehensive description of the relationship between decision-making styles and social dynamics within schools.

Conceptual Analysis Framework

Conceptually, this study analyzed the relationship between the Vroom Yetton Model as a decision-making approach and teacher workload distribution policies, along with their impact on interpersonal conflict. The model was used to examine how the level of teacher participation in decision-making may influence perceptions of fairness, conflict levels, and the school work climate. In addition, the analysis also covered the relationship between unequal workload distribution and the emergence of work stress and interpersonal conflict. This framework was used to comprehensively understand school organizational dynamics from the perspective of educational management.

3. Results and Discussion

This study was conducted at SD Negeri Wangkelang, a public elementary school located in Pemalang Regency, Central Java, Indonesia. The school consists of one principal, six classroom teachers, subject teachers, and educational staff who collaboratively support teaching and learning activities. Data collection was conducted from January to March 2026. During this period, the researcher carried

out interviews with the principal and teachers, classroom and school environment observations, and document analysis related to teacher workload distribution and school decision-making processes.

The interview process involved the principal and five teachers selected purposively based on their involvement in workload implementation and school activities. Semi-structured interviews were conducted to explore participants' perceptions regarding workload distribution, participation in decision making, interpersonal conflict, and leadership practices. Each interview lasted approximately 30–45 minutes and was audio recorded with participant consent. The interview sessions were conducted in a comfortable environment within the school setting to encourage open and honest responses. Additional probing questions were used when necessary to obtain more detailed information and clarify participants' perspectives regarding the issues being investigated.

Observations were conducted during teacher meetings, daily school activities, and coordination sessions related to task implementation. The researcher used an observation guide to identify interaction patterns among teachers, participation levels in meetings, communication practices, and indications of interpersonal conflict. Observation findings were recorded in field notes immediately after each observation session. The observations were carried out repeatedly throughout the data collection period to capture consistent behavioral patterns and organizational dynamics. Particular attention was given to teacher collaboration, responses to workload assignments, and interactions occurring during formal and informal school activities.

Document analysis focused on official school documents, including teacher workload assignment letters, annual school work plans, meeting minutes, teacher duty schedules, and organizational structure documents. These documents were examined to verify the consistency between formal policies and actual implementation practices identified through interviews and observations. In addition, the documents provided supporting evidence regarding decision-making procedures, teacher responsibilities, and the distribution of additional duties within the school. The analysis helped strengthen data triangulation and enhance the credibility of the research findings.

To ensure consistency and depth in data collection, a set of semi structured interview questions was developed based on the research objectives and the key constructs of the Vroom Yetton decision-making model, teacher workload distribution, perceptions of fairness, and interpersonal conflict. These questions served as the primary guide during interviews with the principal and teachers, while still allowing flexibility for probing and follow-up questions according to participants' responses. The main interview questions used in this study are presented in Table 1.

Table 1. Main Interview Questions

No	Main Interview Questions
1	How is teacher workload distributed at SD Negeri Wangkelang?
2	To what extent are teachers involved in workload distribution decisions?
3	How do teachers perceive fairness in workload allocation?
4	What forms of interpersonal conflict emerge related to workload distribution?
5	How does the principal make decisions regarding workload assignments?
6	What impact does workload distribution have on teacher motivation and collaboration?
7	How are consultation and participation implemented during decision-making processes?
8	What strategies can be used to reduce conflict related to workload distribution?

Observation activities were conducted using non-participant observation techniques. During the observation process, the researcher did not actively participate in school activities but focused on systematically recording events, interactions, and behaviors relevant to the research objectives. This approach enabled the collection of natural data regarding teacher participation, communication patterns, collaboration practices, and decision making processes occurring within the school environment. The researcher observed several aspects related to workload distribution and school organizational dynamics, as presented in Table 2.

Table 2. Observation Aspects

No	Observed Aspect
1	Teacher participation during meetings
2	Principal–teacher communication patterns
3	Teacher responses toward workload assignments
4	Collaboration among teachers
5	Indicators of interpersonal conflict
6	Decision-making processes during meetings
7	Teacher involvement in school programs
8	Work climate and collegial relationships

Observations were conducted repeatedly during teacher meetings, routine school activities, and coordination sessions. Observation data were subsequently compared with interview and document data to ensure triangulation and increase research validity. This process allowed the researcher to verify the consistency of information obtained from different sources and identify recurring patterns related to workload distribution, teacher participation, communication practices, and interpersonal relationships. Through triangulation, the credibility and trustworthiness of the findings were strengthened, thereby enhancing the overall rigor of the study.

Documentation data were collected to support findings obtained from interviews and observations. The documents analyzed included teacher workload assignment letters, annual teacher duty schedules, meeting minutes discussing workload allocation, school organizational structures, and records of extracurricular and administrative assignments. These documents served as evidence to verify formal workload distribution policies and participation mechanisms within the school. In addition, photographic documentation was collected to support the observation process and provide visual evidence of school activities related to workload

distribution and coordination meetings. Examples of the research documentation are presented in Figures 1 and 2.



Source: Research Dokumentation (2026)



Source: Research Dokumentation (2026)

Figure 1. Teacher Workload Distribution Meeting. Figure 2. School Coordination Meeting Regarding Teacher Assignments

Patterns of Teacher Workload Distribution in Schools

The findings revealed that the distribution of teacher workloads at SD Negeri Wangkelang was carried out by the principal through an assignment mechanism prepared at the beginning of the academic year and discussed during teacher meetings. The distribution of duties included primary teaching responsibilities, homeroom teacher assignments, as well as additional tasks such as administrative work, extracurricular activities, and school committee responsibilities. Although the distribution process had been formally conducted from an administrative perspective, interview results indicated that perceptions of imbalance still existed among teachers, particularly regarding additional duties considered unevenly distributed. One teacher stated: *"Task distribution has been arranged at the beginning of the year, but some teachers still feel that their additional responsibilities are heavier than others."* (T1) Another teacher added: "*Teaching assignments may already be appropriate, but for additional duties such as administration and school activities, not everyone receives the same workload."* (T3).

Observation data showed that discussions concerning workload allocation were conducted during annual teacher meetings; however, only a limited number of teachers actively expressed opinions regarding the distribution of additional duties (OBS-01). The researcher also observed that several administrative and extracurricular responsibilities were repeatedly assigned to the same teachers. During the meetings, most teachers tended to listen rather than actively participate in the discussion process. This pattern suggested that opportunities for participation were available, but engagement levels varied among teachers, particularly when discussing additional responsibilities and workload-related concerns.

Document analysis of teacher assignment letters and annual duty schedules confirmed that certain teachers held multiple additional responsibilities simultaneously, including administrative, extracurricular, and committee

assignments (DOC-01). The reviewed documents further indicated that the allocation of these responsibilities remained relatively consistent across academic years, with several teachers repeatedly receiving similar assignments. This finding supports interview and observation data suggesting that perceptions of workload imbalance were associated primarily with the distribution of additional non-teaching duties.

These findings indicate that although task distribution has been structurally implemented, perceptions of imbalance still exist and may potentially trigger dissatisfaction. This condition also suggests that the aspect of distributive justice in workload allocation has not been fully perceived equally by all teachers. Furthermore, differences in the allocation of additional responsibilities appear to influence teachers' perceptions of fairness and organizational support. If such perceptions persist over time, they may affect teacher morale, reduce motivation, and potentially contribute to interpersonal tensions within the school environment.

The Level of Teacher Participation in Decision-Making

The results showed that the level of teacher participation in decision-making regarding workload distribution at SD Negeri Wangkelang remained relatively limited. The principal continued to act as the primary decision-maker in determining task distribution, although deliberation forums were conducted at the beginning of the academic year. In practice, these forums mainly functioned as platforms for delivering information and accommodating suggestions, while final decisions remained under the authority of the principal. This was emphasized by the principal: *"We indeed hold annual meetings at the beginning of the school year, but the final decisions must still consider the overall needs of the school."* (P) Meanwhile, a teacher explained: *"We are allowed to provide suggestions, but not all suggestions can become final decisions."* (T2). Another teacher also stated: *"Sometimes we simply follow the decisions that have already been made, even though there are actually other suggestions."* (T5). These findings indicate that the implementation of the Vroom Yetton Model has not fully reached the participative level, but is still dominated by an authoritative approach with limited consultative elements. This condition influences teachers' sense of involvement in the decision-making process.

Observation results indicated that during workload distribution meetings, the principal dominated discussions and decision announcements, while teachers mainly provided feedback after proposals had been prepared (OBS-02). The researcher observed that opportunities for discussion were available; however, most teachers tended to respond to existing proposals rather than actively participate in formulating initial decisions. Only a few teachers expressed alternative suggestions or raised concerns regarding workload allocation. This interaction pattern suggests that decision-making processes were largely directed by the principal, with teacher participation functioning primarily in a consultative capacity.

Meeting minutes reviewed by the researcher also showed that final decisions regarding workload assignments were approved by the principal after consultation

sessions had been completed (DOC-02). The documents indicated that teachers were given opportunities to provide suggestions and comments during meetings; however, the authority to determine the final allocation of duties remained with the principal. This documentary evidence supports the observation findings and demonstrates that consultation occurred within the decision-making process, although decision authority was centralized at the leadership level.

Perceptions of Fairness in Task Distribution

The study found that teachers' perceptions of fairness regarding workload distribution varied considerably. Some teachers perceived the task distribution as relatively fair because it was adjusted according to competence and experience, while others believed that imbalances still existed, particularly in non-teaching additional duties. These differences in perception indicate that organizational justice has not been equally experienced by all teachers. One teacher stated: *"In general, it is quite fair, but there are several additional duties that seem heavier for only certain individuals."* (T4) Another teacher explained: *"The people actively involved in school activities are usually the same individuals, so sometimes it feels unbalanced."* (T1). These findings indicate that perceptions of fairness are strongly influenced by the distribution of additional responsibilities and the level of individual involvement in school activities. When perceptions of unfairness emerge, they may affect work motivation and social relationships among teachers, even if they do not always lead to open conflict.

The Emergence of Interpersonal Conflict Among Teachers

The findings revealed that interpersonal conflict at SD Negeri Wangkelang did not appear in the form of open conflict but rather as latent conflict that was not directly visible in formal interactions. Such conflicts were generally triggered by differences in perceptions regarding workload distribution and dissatisfaction with the allocation of additional duties. A teacher stated: *"It does not become a major conflict, but sometimes there is an uncomfortable feeling when the workload seems unequal."* (T2). Another teacher added: *"Usually, it is only discussed among close colleagues and does not reach formal meetings."* (T3). These findings indicate that interpersonal conflict is often manifested in the form of indirect conflict, which may potentially affect the work climate if not properly managed. Although no open conflict occurred, minor tensions remained present in the dynamics of daily working relationships among teachers.

Observation data revealed subtle indications of tension among several teachers during discussions concerning additional responsibilities, although no direct confrontation was observed (OBS-04). The researcher noted differences in facial expressions, limited verbal responses, and occasional signs of discomfort when workload allocation was discussed during meetings. Some teachers appeared reluctant to express their concerns openly in formal settings. These observations suggest that dissatisfaction related to task distribution existed beneath the surface and was manifested through indirect interpersonal dynamics rather than overt conflict.

Documentation analysis of meeting records showed that workload distribution issues were discussed repeatedly in annual coordination meetings, indicating ongoing concerns regarding fairness and responsibility allocation (DOC-04). The reviewed documents contained several agenda items and discussion notes related to the assignment of additional duties and teacher involvement in school programs. The recurrence of these topics across multiple meetings suggests that workload allocation remained an important organizational issue requiring continuous attention. This documentary evidence reinforces findings obtained through interviews and observations.

The Implementation of the Vroom–Yetton Model in Decision-Making

The findings demonstrated that the Vroom Yetton Model had not been formally implemented at SD Negeri Wangkelang. However, the principal's decision making patterns reflected a combination of authoritative and consultative leadership styles. In routine decisions, the principal tended to make decisions directly, whereas in certain situations consultation with teachers was conducted. The principal stated: *"I have to consider many aspects, so not every decision can fully involve all teachers."* (P). A teacher added: *"We are involved in discussions, but the final decision still comes from the principal."* (T5) This finding indicates that the level of participation has not yet reached the fully participative category as described in the Vroom Yetton Model. As a consequence, teachers' sense of ownership toward school decisions has not been fully optimized, although communication processes continue to take place.

The Impact of Workload Distribution on the School Work Climate

The findings showed that uneven workload distribution had an impact on the school work climate, particularly in terms of motivation and collaboration among teachers. Teachers who perceived themselves as having heavier workloads tended to demonstrate decreased work enthusiasm, although they continued to carry out their duties professionally. One teacher stated: *"If too many responsibilities are assigned to one person, work motivation usually decreases."* (T3). Another teacher added: *"We still cooperate with each other, but sometimes there is a feeling of discomfort when task distribution is unequal."* (T4). These findings suggest that although conflict does not emerge openly, workload imbalance still affects the workplace atmosphere. Nevertheless, teachers' professional commitment continues to maintain the stability of working relationships within the school.

The Relationship Between the Findings and the Vroom Yetton Model

Overall, the findings indicate that the implementation of the Vroom Yetton Model has not been optimal in the context of workload distribution at SD Negeri Wangkelang. Decision making styles that tend to be authoritative have resulted in limited teacher participation, thereby creating perceptions of unfairness in task allocation. The principal stated: *"Not all decisions can involve all teachers because they must be adjusted to the school's conditions."* (P). A teacher added: *"If we were more involved, perhaps the workload distribution would be fairer."* (T1). These

findings confirm that increasing teacher participation in decision-making has the potential to become an important strategy for reducing interpersonal conflict and improving the quality of the school work climate.

The findings revealed that the distribution of teacher workloads at SD Negeri Wangkelang has not been fully perceived as fair by all teachers, particularly regarding additional non-teaching duties. This condition reinforces the finding that workload imbalance contributes to decreased job satisfaction and increased organizational tension within the school. From the perspective of organizational justice theory, perceptions of unfairness affect not only motivation but also social relationships among individuals within educational organizations. This finding is consistent with previous studies indicating that disproportionate workloads influence teacher work stress and job satisfaction (Krismawati & Manuaba, 2022; Safitri, 2020; Tripambudi et al., 2022). In addition, an unsupportive work environment may worsen teachers' psychological conditions and affect the quality of workplace relationships in schools (Aris et al., 2024). Recent studies also emphasize that excessive workload, administrative burden, and inadequate organizational support contribute significantly to teacher stress, emotional exhaustion, and reduced well-being (Kristiyana et al., 2026; Rizka et al., 2026). Furthermore, perceptions of organizational justice play an important role in shaping employee attitudes, motivation, and willingness to participate positively in organizational activities (Albert et al., 2026). Therefore, workload distribution is not merely an administrative issue but also involves psychological and social aspects within school organizations.

The findings showed that decision-making in schools is still dominated by the principal, with limited teacher involvement. This condition indicates that the implementation of the Vroom Yetton Model has not yet been optimal, particularly in terms of subordinate participation. According to the Vroom Yetton theory, the level of participation greatly determines the acceptance of decisions and the effectiveness of policy implementation. Limited participation may reduce teachers' sense of ownership toward school policies. This finding is consistent with studies demonstrating that participative leadership and a conducive work environment can improve organizational commitment and teachers' job satisfaction (Aris et al., 2024; Asbari et al., 2022). Other studies also indicate that teacher job satisfaction is strongly influenced by communication patterns and workplace relationships established by school leaders (Widayati et al., 2020). Therefore, a more participative implementation of the Vroom Yetton Model has the potential to improve decision-making effectiveness within schools.

The findings indicated that interpersonal conflict at SD Negeri Wangkelang tended to be latent rather than openly expressed. Such conflict emerged due to perceptions of workload imbalance and limited teacher involvement in decision-making processes. These findings reinforce the view that conflict within school environments is often triggered by job stress and role ambiguity. Aryani and Silvia (2024) stated that workload and role conflict significantly influence teachers' work stress. In addition, Dawam and Setiawan (2022) found that work pressure and unsupportive work environments may trigger interpersonal tension within

organizations. In the school context, unresolved workplace conflict may disrupt collaboration and reduce the effectiveness of educational organizations. Therefore, interpersonal conflict should not merely be viewed as an individual phenomenon but rather as a consequence of organizational structure.

Unequal workload distribution in this study was proven to contribute to increased teacher work stress. This condition is in line with the Job Demands–Resources (JD-R) theory, which explains that high job demands without adequate support increase the risk of burnout. Tripambudi et al. (2022) emphasized that workload is a major factor influencing teacher work stress and quality of work life. This finding is supported by Safitri (2020), who demonstrated that workload has a direct relationship with individual stress levels. Furthermore, Sari et al. (2021) found that high mental workload among teachers may increase psychological pressure and reduce work performance. Therefore, workload management becomes a key factor in maintaining teacher well being.

The findings demonstrated that the principal's ability to manage conflict greatly determines the stability of working relationships among teachers. In this context, the principal acts as a mediator in reducing the potential for conflict arising from task distribution. Asbari et al. (2022) stated that effective leadership influences teacher job satisfaction and workplace relationships within schools. Other studies also indicate that a conducive work environment and leadership support can enhance loyalty and organizational stability in schools (Widayati et al., 2020). However, when teacher participation remains limited, the potential for conflict continues to exist even if it does not emerge openly. This finding indicates that conflict management is not only reactive but also preventive through participative decision-making design.

The findings revealed that workload imbalance and limited participation negatively affect teachers' job satisfaction. Krismawati and Manuaba (2022) stated that the work environment and work motivation significantly influence teacher job satisfaction. This finding is reinforced by Aris et al. (2024), who demonstrated that the work environment and organizational conditions within schools contribute to improving teacher job satisfaction. In addition, Widayati et al. (2020) found that job satisfaction is related to teacher loyalty and performance in carrying out professional duties. Similar findings were reported by Raihan and Listyasari (2026), who emphasized that school leadership, organizational communication, and supportive school culture play important roles in strengthening teacher job satisfaction, motivation, and professional commitment. Furthermore, Darwati et al. (2025) found that a positive school climate significantly contributes to teachers' productivity and wellbeing, indicating that organizational conditions directly affect teachers' professional experiences within schools. Therefore, the organizational climate of a school greatly depends on how workload distribution policies and leadership practices are implemented.

Overall, the findings indicate that the Vroom Yetton Model has high relevance in the context of mitigating interpersonal conflict in schools. This model enables school principals to adjust decision-making styles according to the urgency and

complexity of problems. When properly implemented, the model may improve perceptions of fairness, strengthen teacher commitment, and reduce interpersonal conflict. The literature indicates that participative leadership approaches and supportive work environments can enhance the effectiveness of educational organizations and teacher well-being (Asbari et al., 2022; Krismawati & Manuaba, 2022). In addition, reward systems, work motivation, and organizational support also influence teachers' job satisfaction. Therefore, a more systematic implementation of the Vroom Yetton Model may become an important strategy for conflict management within schools.

4. Conclusion

Based on the findings of this study, it can be concluded that the distribution of teacher workloads at SD Negeri Wangkelang has not been fully implemented proportionally, particularly in relation to additional non-instructional duties. The imbalance in task distribution has created perceptions of unfairness among teachers and has contributed to the emergence of work stress, decreased job satisfaction, and the potential for interpersonal conflict within the school environment. Although the conflicts that emerged tended to be latent rather than openly expressed, they still affected working relationships and the effectiveness of collaboration among teachers.

In addition, the decision-making process within the school continues to be dominated by the principal, while teacher involvement remains relatively limited. This condition indicates that the implementation of the Vroom–Yetton Model has not yet been optimally applied in terms of participatory practices. Limited teacher participation reduces teachers' sense of ownership toward school policies and increases the potential for organizational tension. Therefore, a more participatory and systematic implementation of the Vroom–Yetton Model is necessary to create more democratic decision-making processes, improve teacher job satisfaction, strengthen the school organizational climate, and serve as an effective strategy for mitigating interpersonal conflict within elementary school environments.

The novelty of this study lies in the use of the Vroom–Yetton Model perspective to analyze the relationship between workload distribution, teacher participation in decision-making, and interpersonal conflict in elementary schools. Previous studies generally discussed workload or school leadership separately, whereas this study integrates aspects of task distribution, decision-making patterns, and interpersonal conflict dynamics into one comprehensive analysis. Furthermore, this study highlights latent conflict, which is often not directly visible but still influences the organizational climate within schools.

The strength of this study lies in its ability to provide an empirical description of the actual conditions of teacher work management in elementary schools through a contextual approach. This study not only identifies the sources of conflict but also offers alternative solutions through the implementation of participatory leadership based on the Vroom–Yetton Model. The findings are expected to serve as a practical

reference for school principals in developing fairer workload distribution policies, increasing teacher involvement in decision-making, and creating a more harmonious and productive school work environment.

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