

EXPLORING THE MASS EARLY RETIREMENT CONFLICT AMONG SENIOR TEACHERS IN MALAYSIA: A MAJOR CONCERN TO STAKEHOLDER

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Abstract: *Despite the existence of incentives and improvements intended to prevent early retirement, the number of teachers taking early retirement has increased in recent years. Therefore, it is important to investigate the root causes of early retirement among educators to comprehend the elements that influence teachers to make such a decision. We explore how Malaysian school teachers reflect on their ability to shape their late careers as conditioned by conflicting institutional arrangements related to early retirement and extended working life. Using a case study approach and drawing on qualitative interview data, we focus on the biographical experiences of fifteen senior school teachers (aged 50 plus). The data is analyzed using thematic analysis. Findings indicate that senior teachers' early retirements were simultaneously reinforced and counteracted by various interacting factors including burnout, technology efficacy, workload, health and organizational conflict. Authorities must immediately implement improvements and measures to prevent this problem from persisting. Continuous improvement and concrete actions need to be implemented comprehensively so that this problem does not continue in the future.*

Keywords: *Early retirement, conflicts, stakeholder, Senior teacher*

Introduction

Before the COVID-19 pandemic, around 8% of public-school teachers retired or were replaced annually (Goldring et al., 2014; Diliberti et al., 2021). Teacher attrition had risen in various districts by early 2020: One-third of school administrators indicated teacher retention rates were greater than average, while two-thirds said they were about the same (Will, 2020). However, high rates of teacher burnout and low morale throughout the 2020–2021 school year foretell considerable teacher attrition (Diliberti and Kaufman, 2020; Kurtz, 2020). In October 2020, over a quarter of teachers in a nationally representative survey stated they planned to leave teaching before the end of the 2020–2021 school year, but most said they would not leave before the COVID-19 pandemic (Diliberti and Kaufman, 2020).

Many studies have focused on job centrality and retirement adjustment, but the literature gives limited insight into how individual professions leave a mark and impact the process of adjustment to retirement (Barnes and Parry 2004; Shlomo & Oplatka, 2020). However, this study will specifically explore the factors that cause early retirement among teachers in Malaysia. This matter has become a heated debate and worries stakeholders, especially the Malaysian Ministry of Education. Loss of many experienced and long-serving teachers tends to retire early from their service. Therefore, this matter has become an important debate that needs to be explored and disclosed so that certain parties can formulate the best solution plan to overcome this issue.

Literature review

Early retirement (ER)

ER can be defined as a complete exit from a long-term organisational job or career path, decided by individuals of a certain age at the mid or late career before the mandatory retirement age, to reduce their attachment to work and close a process of gradual psychological disengagement from working life (Schalk and Desmette, 2015). Age, years of service, and eligibility were used in previous studies to define ER. These objective criteria still play an important role in explaining ER choices, but their exclusivity may no longer be required (Feldman, 2013, p. 281).

According to Wilson et al., (2020) factors leading to early retirement were identified and classified into seven different categories: good health, bad health, workplace challenges, employment itself, ageism, societal standards, and personal financial objectives for retirement all have a role in whether or not a person can retire. The most prevalent reason for early retirement was a person's inability to work or their inability to fulfil their job duties as expected due to bad health. Soft tissue injuries and persistent physical impairments have been linked to early retirement in Canadian research by Scott et al. (2018). Poor health was revealed to be the leading reason for early retirement.

It was not always the case that a serious illness necessitated early retirement. Dutch and American studies (Wind et al., 2013; Boissonneault & de Beer, 2018) found that personal worries about a loss in health with ageing and simultaneously emergent health difficulties with ageing that reduced or impeded the capacity to work frequently resulted in voluntary early retirement. According to Schinkel-Ivy, Mosca, and Mansfield (2017), the most prevalent cause of early retirement for older employees was impairments in daily living activities. Another factor in early retirement was found to be low self-perceived health among older employees, with unrelieved exhaustion and restricted opportunities for reinvigoration influencing many early retirement decisions (Wilson et al., 2020). Additionally, a greater probability of early

retirement was seen in the presence of other illnesses or disabilities. In Australian research conducted by Böttcher, Steimann, Ullrich, et al. (2013), participants' self-assessments of their job abilities were found to be crucial in determining whether they planned to return to work right away, later, or not at all following the completion of cancer treatment. Instead, Robroek et al. (2015) observed that early retirement was frequently caused by bad health as a result of long-term unhealthy behaviours.

Early retirement from mental health issues might also occur. The earlier retirement age was shown to be associated with the use of prescription psychiatric drugs for identified mental diseases according to Jensen, Overgaard, Garne, Bggild, and Fonager (2017). Researchers discovered that persons with poor physical and mental health were more likely to be out of work than those who were healthy. Instead, Fahy et al. (2017) found that early childhood adversity, such as abuse or neglect, was associated with midlife mental and physical health concerns and early retirement.

It was also found that the work itself, or characteristics of the task expected to be performed, was a major factor in early retirement. In Iran, early retirement was connected to heavy workloads and high job requirements (Gharibi et al., 2016). Workplaces with high physical demands, such as the Netherlands and Canada (Reeuwijk et al., 2013), have also been linked to early retirement (Scott et al., 2018). Among German teachers, Goetz et al. (2013) showed that burnout from a high workload and job expectations were the primary factors in early retirement. In addition to Dutch nurses (Maurits et al., 2015), American doctors and Korean doctors (Gregory & Menser, 2015), early retirement was shown to be associated with burnout as a result of high physical and cognitive job demands (Shin et al., 2018). Additionally, Shin et al (2018) study found that Korean emergency department physicians were more likely to quit their jobs if they received negative feedback from patients or their families.

Factor contributes ER among teachers

Teachers' capacity to do their jobs is a significant issue from a professional standpoint (Vangelova, Dimitrova, & Tzenova, 2018). Physical complaints and high stress, a heavy workload, a lack of collegiality, low job satisfaction, and a high rate of absenteeism and early retirement are all symptoms of the stress related to the teaching profession (Erick & Smith, 2011). Teachers may also experience low job satisfaction, low collegiality, and high levels of absenteeism. Teachers' work abilities have declined significantly recently (Guidetti, Viotti, Bruno, & Converso, 2018). Corruption of teachers' work abilities was shown to be 1.6 times more likely than that of their office colleagues (Vedovato & Monteiro, 2014). It was also found that 46 percent of teachers had a workability level between low and moderate (Pereira, 2013; Ünlü & Filiz, 2019).

Our educational system could be adversely affected by job dangers. Education and work productivity is negatively affected by teachers' poor health, which is also linked to sickness absence and early retirement from the workforce (Robroek et al., 2013). Work happiness is also linked to a person's ability to do their job. Maintaining job happiness as well as retaining teachers in the profession could be achieved by enhancing their work abilities (Mäkelä & Hirvensalo, 2015). A study by Machado-Taylor, Meira-Soares & Gouveia (2010) indicated that teachers who were happy and motivated at work had a greater impact on student achievement and school quality. High work satisfaction among instructors decreased the desire to leave the job and boosted overall school effectiveness (Johnson, Kraft & Papay, 2012; Ünlü & Filiz, 2019).

Education policymakers and everyone else concerned in providing education to the general public across the globe have long struggled with the issue of teachers quitting or retiring early (Mudau, 2016). There is a significant shortage of teachers throughout the world's largest economies because of the widespread departure of teachers from the teaching profession. These countries include the United States, the United Kingdom, Germany, Sweden, New Zealand, and Canada (Xaba, 2003). Indeed, in South Africa, teachers have been retiring early and resigning from the public sector and the school system for years. 156 teachers left the North West Department of Education in 2007 alone, according to Diko and Letseka (2009).

Research Aim

This study is to explore the main factors that lead to the problem of early retirement among senior teachers in Malaysia.

Methodology

The study used a qualitative method to better understand and investigate the factors that lead to the early retirement of senior Malaysian teachers. Qualitative research is based on a subjective, methodical approach to investigating and articulating one's own life experiences, allowing meaning to be connected to the patterns that emerge (Burns and Grove, 2010). Due to its capacity to cover a wide range of age-related subjects, including but not limited to management, health, and personal finance, semi-structured interviewing was judged the most suitable technique (DeVaus, 2002). With qualitative research, you may investigate and analyse several topics at the same time (Bryman, 2008). The interviewer utilised a list of subjects and subtopics as a guide to expand on topics mentioned by participants, such as the work–retirement transition, ageism, workloads, health, and financial concerns. The research employed a continuous refining procedure to extend and enrich the guide's content. Distractions (such as phone calls to the individual) were also recorded. Using an open approach may disclose the topics that matter most to participants in order of significance (Marshall & Rossman, 1999). "Why did you retire early from teaching?" was the first question asked of each participant in each interview. According to Bryman (2008), well-established qualitative research procedures include empathizing with interview subjects and encouraging participants to be introspective and expound on themes of interest to them (Keogh & Roan, 2016).

Interview Protocol

The interviews were done using the Responsive Interviewing Model described by Rubin, H. J., and I. S. Rubin (2011) because it stresses flexibility and allows the researcher to offer formal questions to the respondents while also having the freedom to moderate based on the responses received (Shuib, N.H., 2019). The interviews focused on the need of researching what professionals think about Malay speakers' reading abilities, particularly in terms of their ability to understand what they read. After some back-and-forth, the questions were tweaked slightly to make them more clear and more concise. The selection and interviewing of respondents are depicted in Figure 3 below:

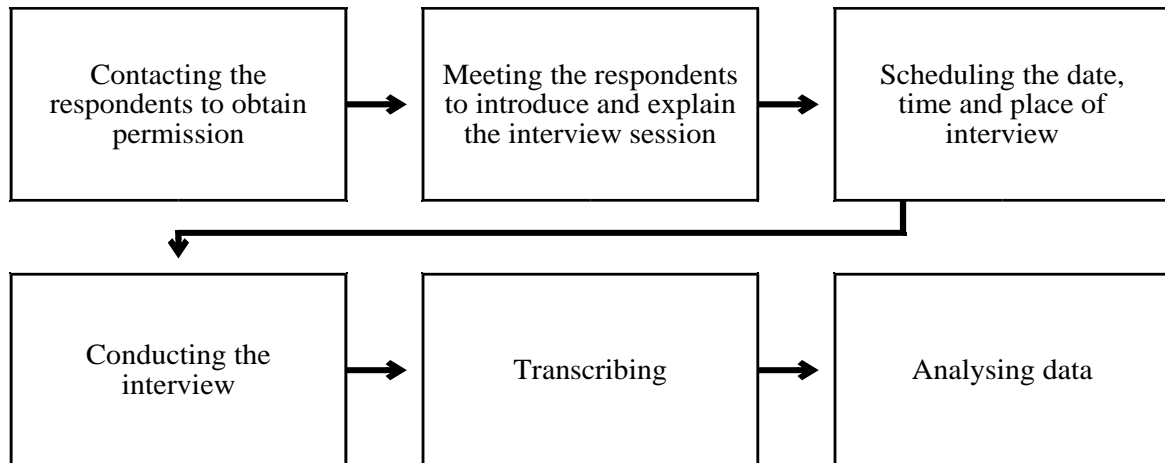


Figure 1: Process of Choosing and Interview

After identifying relevant participants, researchers contacted them individually to secure their consent and willingness to participate in the method outlined above. The duration of the interviews ranged from 1 hour and 45 minutes. A total of around two months were spent collecting interview data, and that time frame included steps like validating participation, introducing participants, setting up interviews, conducting interviews, and validating transcriptions. The interview process followed the steps shown in the following diagram:

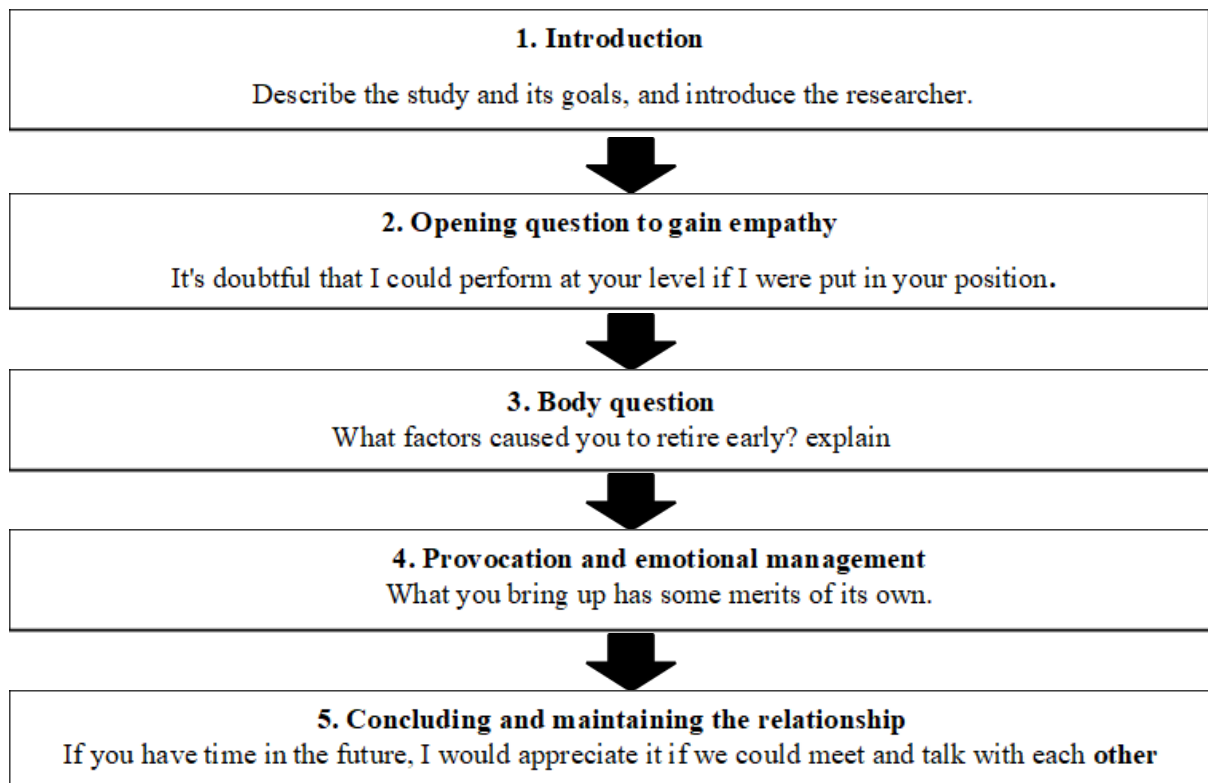


Figure 2: Interview Protocol Based on Responsive Interviewing Model by Rubin, H.J. & Rubin, I.S. (2011)

The interview format shown in Figure 2 follows Rubin, H.J., and I.S. Rubin's Responsive Interviewing Model (2011). In addition, Rubin, H.J., and Rubin, I.S. (2011) noted that this method is meant just as a guide and that specifics may be changed based on the researcher's preferred approach and methodology. The participants were initially called to set up a meeting and introduce themselves. After getting to know the participants and establishing rapport, the interview process was carried out at the in-person meeting. A brief introduction and review of the interview's goals were the first order of business. Then, the participants' emotional state and their preparedness to answer the content-based questions were determined by asking them introductory questions about their experiences and current well-being.

Then, a few questions related to the material and some follow-up inquiries were posed to the participants depending on their responses. Some of the responses obtained for the prompted questions included a provocative question, an explanation, and an example. When participants became sidetracked from the survey's main topic, they were instructed in emotional management techniques to get them back on track and prevent them from making decisions based on how they were feeling. At last, the participants were thanked for their input and encouraged to keep in touch. Transcripts of the interviews were then reviewed by the interviewees to ensure accuracy and consistency. Subsequently, the transcripts were analysed to extract the experts' insightful responses to the posed issues.

Sampling

A purposive sampling approach was used to conduct this investigation. 15 Participants had to meet the following requirements: 1) teacher educators who have retired early from the teaching profession. The idea that Saturation was used as the cut-off point for calculating the appropriate sample size, It enables the cessation of new participants when the most recent interviews have failed to provide any new insights or information, indicating that more interviews are not necessary.

Each interview lasted forty-five to ninety minutes and was done at the interviewee's house or a local coffee shop using a semistructured format. Each interview began with a short explanation of the study's goals and an opportunity for the participant to voice any concerns or questions they had. All participants were requested to sign a consent form authorised by the Institutional Review Board after the first briefing. The interviews were analysed according to Denzin principles (Denzin,2008). These transcripts were analysed using a combination of debriefing reports, coding them according to several themes and subthemes, and finally, cross-analyzing them all. Short debriefing reports were initially written after each interview to evaluate the overall efficacy of the interview and to highlight the important topics highlighted.

Data Analysis

Interviews were taped and transcribed verbatim from the recordings. We utilised Atlas-Ti 9 Software to code the data after doing a thematic analysis. After several re-readings of the transcripts to familiarise themselves with the material a phenomenological approach to theme analysis was utilised, in which participants' thoughts and feelings were analysed in connection to the study's issue via the use of inductive codes generated by the data itself. Thematic codes describing the data's meanings were assigned to text excerpts used in the data's coding. We created "themes" by grouping similar codes, and these "themes" were then sorted and structured into a master list. This method was used to get a clear picture of what the participants were going through and to identify any recurring patterns that emerged from the data. Resilience was

defined by us as the totality of the dynamic mechanisms that enable people to deal with adversity (MacManus et al., 2014).

Ethical Consideration

Individuals who were interested in participating in the research were provided with both verbal and written material. Participants were free to opt-out at any moment, and it was made clear to them that their responses would be kept private. To set the stage for the interview, the researcher recapped the purpose of the conversation and what would be covered in the ensuing study. Every effort was made to ensure both anonymity and privacy.

Findings

A two-phase data analysis process will be described in detail in this section. Descriptive analysis of the participants is the first step in this study's first phase. Qualitative data analysis (interview) is the second and third phases of the process, respectively. The Finding of the data analysis as follows:

Descriptive Analysis (Demographic)

Table 1: Demography

Participants	Range of age	School	Year expected to retired
1-7	53-56	Primary school	60
8-15	53-55	Secondary school	58-60

Table 1 shows the analysis of the participants involved in this study. A total of 7 people interviewed were teachers who retired early from primary school. While 8 people were participants consisting of secondary school teachers.

Interview Findings

The qualitative results will be discussed in this section (interview). Analysis findings reveal many themes based on the responses from participants, which the researcher may deduce. An overview of the key points is provided in Table 2.

Table 2: Interview

Theme	Description/participants' responses
Workload	<ul style="list-style-type: none"> • "I retired because I couldn't stand the ever-increasing workload. sometimes teachers have to do all the work including clerical matters. I feel very tired " (P1) • "There is a lot of work. Sometimes the existing work is not finished, we have to do other work. The other superiors are only good at giving work, they don't think how to teach at school" (P5) • "I can't stand the workload, we teach, co-curriculum, I have to do all kinds of clerical work, key in data at night if I'm not ready for school cards, other tasks, a bit tired" (P3) • "People who have never been teachers believe that teaching is an easy job, but they have no idea, there is so much work involved.", I feel a bit tired" (P8)

	<ul style="list-style-type: none"> • <i>"I think I want to retire when there are too many tasks. Sometimes there are a lot of tasks that need to be done, it's a burden too" (P10)</i>
Technology Efficacy	<ul style="list-style-type: none"> • <i>"I'm getting old, I want to open google but it's not easy, leave alone how to use advanced ICT in the classroom; I think I'll retire early" (P14)</i> • <i>"Old people understand that I am somewhat behind the technological curve. Thus, the desire to utilise ICT is a bit late and lagging. I believe the time has come for the new generation. Allow me to retire; the tank is eager to continue..." (P2)</i> • <i>"I'm a bit behind in ICT, I have to use online teaching during Covid, so I'm a little worried and less motivated because I'm not very good with new technology" (P9)</i>
Health	<ul style="list-style-type: none"> • <i>"I've decided to retire because I'm not in very good health, like most elderly people who are occasionally ill. Thus, I retired even though it was not yet time to do so. Health is more crucial."(P7)</i> • <i>"I'm not very healthy now, there are a few health problems, diabetes, movement is a bit limited. So retire when you have enough service" (P13)</i> • <i>Why did I retire early? I'm happy with the answer. I'm not very healthy. I'm a little sick and I feel incompetent to work. Coincidentally, I can retire early, so I chose to retire early, give young people a chance to perform " (P9)</i> • <i>When I was in my 50s, I understood that. It hurts here and there. When there is room to retire early, so I feel good. take care of your health, when you are not healthy, it feels like you can't perform well. (P10)</i>
Burnout	<ul style="list-style-type: none"> • <i>"I'm a bit stressed sometimes. A lot of work and tasks that sometimes burden me. Teaching is my job, but when other irrelevant tasks are necessary, sometimes I am stressed" (P3)</i> • <i>"It's stressful because I think the teacher's job now is a lot that burdens the teacher, teaching, co-curriculum, key in data, all kinds of tasks. Sometimes have to work until night time, I want to take care of my family again, I'm stressed too" (P6)</i> • <i>"It's not right if I say no stress. Sometimes I feel like I'm lifeless. I'm a wife. I take care of the family, school work, data, co-curriculum and so on. But that's my job. But when I have enough service, I retire early."(P11)</i> • <i>"I am also stressed when a lot of work needs to be done at one time. But stress is normal for me..it's just that when there is an opportunity to retire early, I take the opportunity, I want to rest. It's enough to stress with work" (P4)</i>
Administration conflict	<ul style="list-style-type: none"> • <i>"I am occasionally somewhat bored with my superiors. multiple instructions, without considering the teacher's workload". (P9)</i> • <i>Administrators need to be more vigilant, and superiors need to look at the problems faced by teachers. policy changes and needs are rapidly changing. Eventually teachers' burden increases (P13).</i> • <i>"Sometimes I feel bored also with friends who refuse to cooperate or can't cooperate in doing tasks. I still don't like it when someone likes to take advantage that involves superiors" (P10)</i>

* P = participant

The excerpts from the interview transcripts that follow illustrate how the lived experience was conveyed. Keep in mind that some statements have been slightly altered to protect individuals' identities.

Discussions

Based on the analysis of the data obtained, the researcher made a conclusion based on the opinion of the participants related to early retirement factors. Based on the analysis of the research findings, the researcher summarizes the five most important factors why they retire earlier than the date they should retire. The factors that can be formulated are as follows:

The first factor that causes early retirement among people is the workload factor. Most of them responded by stating that the ever-increasing workload, especially that which is not related to the teacher's actual duties, causes them severe stress and fatigue. Clerical work, out-of-class assignments and assignments that are not related to the work they are supposed to do cause them to become impatient and decide to retire early. Response like "I retired because I couldn't stand the ever-increasing workload. Sometimes teachers have to do all the work including clerical matters. I feel very tired" (P1), "There is a lot of work. Sometimes the existing work is not finished, we have to do other work. The other superiors are only good at giving work, they don't think how to teach at school" (P5), "I can't stand the workload, we teach, involve in co-curriculum, I have to do all kinds of clerical work, key in data at night if I'm not ready for school cards, other tasks, a bit tired" (P3), "People who have never been a teacher, they assume teachers are relaxed, they don't know the teachers' job, there is so much work to be done, I feel a bit tired" (P8), "I think I want to retire, when there are too many tasks. Sometimes there are a lot of tasks that need to be done, it's a burden too" (P10). The response obtained from the participants of this study is enough to illustrate how the increasing workload causes them to be more willing to retire early than to continue their duties. The result appears to validate the findings of the study (Van Scheer and Wiid, 2011) that heavy workload has been cited as one of the key causes of teacher tiredness and turnover in some schools elsewhere in South Africa in general. Meanwhile, Goetz et al (2013) think that the same reason for early retirement is due to workload. In Germany, teacher burnout due to excessive workload and demands on time and energy was the leading cause of early retirement. Early retirement has been linked to job burnout among nurses in the Netherlands (Maurits et al., 2015), doctors in the United States (Gregory & Menser, 2015), and doctors in South Korea (Kim et al., 2015). (Shin et al., 2018). The study by Shin et al. (2018) also found that Korean emergency physicians aren't happy in their chosen field and that receiving negative feedback from patients' loved ones is correlated with a desire to retire early. Here we can see, what we found in Malaysia as if confirming the findings of studies in other places as well. Cases involving high workloads are also factors that cause early retirement among teachers. Since the factors affect the emotions and competence of the teacher's duties, as well as the students in general, such matters must be taken seriously.

The next factor is technology efficacy. This is not a new matter involving senior teachers. As we all know that senior teachers are those born in the 70-80s. considering that at that time teaching did not involve technology very much, indeed they did not emphasize the mastery of technology. After the outbreak of the covid-19 pandemic, all teachers were asked to hold teaching sessions using technology, so this aspect becomes difficult for those who do not master the technology that is so dominant today. Among the responses received from teachers who retired early such as • "I'm getting old, I want to open google but it's not easy, leave alone how to use advanced ICT in the classroom; I think I'll retire early" (P14), "Emm, I'm a bit behind in terms of technology, old people know. So wanting to use ICT is a bit slow and lagging. I think

now is the time of the new generation. Let me retire, the tank is willing to continue ..." (P2) •"I'm a bit behind in ICT, I have to use online teaching during Covid, so I'm a little worried and less motivated because I'm not very good with new technology" (P9). If we examined it in detail, the response clearly shows that this factor is one of the causes of senior teachers retiring early. We also know that new things such as mastery of technology and ICT require high skills. If there is no level of mastery, then it will be a burden and pressure on the teachers. Reuwijk et al (2013) mentioned that many of the reasons cited for leaving the workforce earlier than expected involved individuals' expertise and experience. As a result, some workers did not want to put on the necessary effort to advance in their positions and, for instance, retired early to avoid having to enrol in a training programme. However, others claimed they were forced to leave the organisation because they were unsatisfied with the opportunities to use their skills and knowledge. Therefore, among the factors that are very dominant at this time in Malaysia are those involving technology and ICT in teaching. It just does not involve senior teachers only, throughout the observation and interview, the aspect of technology mastery also plays a role in early retirement among teachers.

The third factor that leads to early retirement among teachers is health factor. It is very significant for senior teachers who are mostly over 50 years old. The health aspect is not only the cause but it will also be closely related to the productivity aspect of the teacher. Based on our research, among the responses we received were, "I retire because I'm not very healthy, usually old people, sick here and there. so I retired even though it was not yet time to retire. Health is more important "(P7), "I'm not very healthy now, there are a few health problems, diabetes, movement is a bit limited. So retire when you have enough service" (P13), Why did I retire early? I'm happy with the answer. I'm not very healthy. I'm a little sick and I feel incompetent to work. Coincidentally, I can retire early, so I chose to retire early, give young people a chance to perform " (P9), When I was in my 50s, I understood that. It hurts here and there. When there is room to retire early, so I feel good. take care of your health, when you are not healthy, it feels like you can't perform well. (P10). This health criterion is one of the significant factors. According to research by Osler, Mrtensson, Prescott, and Carlsen (2014), early retirement was more common among Danish workers who had suffered a heart attack if they had been very ill, such as when they required cardiovascular surgery, and if they also had other comorbidities. Similarly, a study by Bennett et al. (2018) found that individuals diagnosed with prostate cancer at a late stage (stage 4) were more likely to retire early than those identified at an earlier stage. Several other types of illness or impairment were also found to increase the likelihood of retiring early. An Australian study by Böttcher, Steimann, Ullrich, et al. (2013) of people's plans for returning to work after cancer treatment concluded found that people's perceptions of their abilities at work were crucial in determining whether they did so soon, later, or not at all. Instead, Robroek et al. (2015) discovered that health problems brought on by years of poor decisions about food and exercise were a common cause of premature retirement. However, Hofäcker, Schröder, Li, and Flynn's (2016) research indicated that those with lower levels of education who were employed in physically demanding jobs were more likely to be forced into early retirement because of health concerns. This finding was in line with that of a Canadian study (Scott et al., 2018; Wilson et al, 2020) and another from Croatia (Baun & Smoli, 2018), both of which revealed that workers with lower educational levels were more likely to retire early. The findings of this literature are consistent and related to the opinions given by participants in Malaysia. Some of them stated that the health aspect is important in determining their ability to work, if they are sick then their ability to work is necessarily limited. so in conclusion, retiring early and focusing on their health aspect is better for them.

The next finding among the factors that cause teachers to retire early is burnout. Factors have long been established in individual career systems. not only among teachers but also in other careers this factor is quite dominant. This factor is also seen as significant in the Malaysian context since the data shows that teacher stress and burnout are high. feedback obtained from this study such as, "I'm a bit stressed sometimes. A lot of work and tasks that sometimes burden me. Teaching is my job, but when other irrelevant tasks are necessary, sometimes I am stressed" (P3) "It's stressful because I think the teacher's job now is a lot that burdens the teacher, teaching, co-curriculum, key in data, all kinds of tasks. Sometimes have to work until night time, I also have to take care of my family, I'm stressed too" (P6), "It's not right if I say no stress. Sometimes I feel like I'm lifeless. I'm a wife. I take care of the family, school work, data, co-curriculum and so on. But that's my job. But when I have enough service, I retire early." (P11), "I am also stressed when a lot of work needs to be done at one time. But stress is normal for me..it's just that when there is an opportunity to retire early, I take the opportunity, I want to rest. It's enough to stress with work" (P4). The reactions of the participants in this study are seen to reflect aspects of stress and burnout affecting emotions, stress and concentration disorders among them. This kind of thing will happen if burnout starts to dominate and weaken individual productivity. Motseke (2013) suggests that under these circumstances, teachers are subjected to more stressful work conditions that they are unable to manage, leading to dislike and worse morale, which in turn drives instructors out of the system. According to Mudau, (2016), teachers across Africa are generally unmotivated and have low morale. According to Maestas and Li (2007), early retirement is positively correlated with burnout since it is presumed that burnout complaints will decrease if one is no longer actively engaged in one's job. To what extent it will hold across all characteristics of burnout is uncertain. When the stress of the job is gone, so is the fatigue, at least relative to the stress of not being very good at what you're doing (Henken & leemders, 2010). This makes sense given that burnout saps workers' vitality and their ability to deal with stress, perhaps leading to adverse health effects. As a result, this could lead to or worsen symptoms of psychological morbidity and disengagement at work, both of which can hurt performance over time (Khan et al, 2018). Based on the available data and literature, this study is seen to be in line with the current literature. then we can conclude that this aspect of burnout is not a strange thing, it happens among teachers. Although there is no specific report made by stakeholders, after being explored in depth, this aspect can be seen and is one of the causes of early retirement among teachers in Malaysia.

In identifying the factors that contribute to the early retirement of teachers, we also attempt to investigate additional factors of a more fundamental nature. What we found, is one of the factors that cause conflicts that occur in organizations. Sometimes teachers feel that the problems they face are not understood by the management. a misunderstanding conflict between them will lead to a conflict that leads to a loss of motivation to continue serving. The results of our exploration found that the participants stated that there were times when the difficulties faced by them were not understood by their superiors. according to their view, the superiors only pay attention to their achievements and wishes without evaluating and understanding the constraints faced by teachers. there are also among them stating that the views and constraints they face are not seen deeply by their superiors. Some of the responses include, "I'm sometimes kind of bored with my superiors. various instructions, without looking at the teacher's burden. (P9), "Administrators need to be more vigilant, and superiors need to look at the problems faced by teachers. policy changes and needs are rapidly changing. eventually the burden of the teacher increases" (P13). "Sometimes I feel bored also with friends who refuse to cooperate or can't cooperate in doing tasks. I still don't like it when someone likes to take advantage that involves superiors" (P10). According to Orina (2014), teachers frequently cite a lack of respect from the

community and students as a reason for leaving the profession. This includes factors like the failure of policymakers to address teachers' needs, students and parental harassment, increased demands from administrators, and a general lack of support. According to Buchanan (2012), "... rudeness, antagonism, resistance, apathy, supportlessness- such conditions or perceptions debilitate any workplace and demand care; income is a poor recompense for them.". Social support from coworkers and superiors is another factor that might increase employees' level of involvement in their work (De Waal and Pienaar ,2013). Lack of such encouragement leads to disinterest and discouragement in work, which in turn increases the likelihood that an employee may retire. According to the research of Loannis et al. (2016), public workers value a welcoming and supportive workplace culture where they are treated with respect and dignity. Poor performance and productivity, as well as an early desire to retire, may result from toxic relationships at work. This study is consistent with previous research that has linked conflict-related factors to teachers' early retirement. Then it is evident that this factor is also a major contributor to the early retirement of teachers and has an interrelated relationship with the conflict factor.

Conclusion and Further directions

Overall, the study has successfully covered several factors that can be linked to early retirement among teachers. The present study revealed that the three most influenced factors are workload, technological efficacy and burnout and followed by two other factors namely health and conflict. Among the most dominant factors are the workload and technology efficiency factors. The researcher believes that stakeholders should pay special attention to these two aspects. This is not a new phenomenon, but it persists as if there is no end to a definitive solution. The two factors can lead to burnout and stress and also lead to other negative aspects. More focused and concrete solutions need to be mobilized by interested parties so that the early retirement problem can be curbed. It should be noted that experienced teachers are essential based on their extensive experience, and can be used as a reference by new teachers. The loss of experienced teachers harms the quality and credibility of education in particular. Future studies can explore things more deeply so that additional contributing factors can be identified. Depending on the constraints we encountered, there may have been other, more dominant things that we were unable to locate. Future researchers can also conduct a quantitative study so that the obtained factors and their relationship to the problem of early retirement among teachers can be examined in greater detail.

Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. Author1 carried out the field work, prepared the literature review and overlook the writeup of the whole article. Author2 and 3 wrote the research methodology and did the data entry. Author 4 & 5 carried out the statistical analysis and interpretation of the results.

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