THE TEACHERS' MOTIVATING FACTORS IN TEACHING TOEFL AND IELTS TEST PREPARATION IN A PRIVATE INSTITUTION IN PEKANBARU, INDONESIA

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Article info	Abstract
	Many studies concentrate on the motivations of teachers in educational settings and with regard to teaching English as a foreign language. The motivations of teachers in a privatized environment like an English language centre would thus be interesting to research. The aim of the study was to investigate the teachers' motivations in teaching TOEFL and IELTS test preparation by employing a qualitative approach with a case study. The purposive sampling method was used to recruit 10 teachers who had been instructing TOEFL and IELTS for more than ten years in one of the language training institutions in Pekanbaru. Four of the teachers had master's degrees in education and TESOL, while the others had bachelor's degrees with majors in English education. The data were gathered in person via audiotaped semi-structured interviews, and thematic analysis, as described by Braun & Clarke (2012), was used to examine the data. It was discovered that the factors that drove teachers to teach TOEFL and IELTS were: 1) their passion for teaching; 2) their test score improvement; 3) their self-development; 4) their satisfaction in helping students; 5) no required lesson plans; and 6) salary and career building.

INTRODUCTION

The requests for taking courses in preparation for the TOEFL and IELTS tests have been quite common recently in non-English-speaking countries, particularly in the seasons of the openings of scholarships and admissions of new students at both national and international universities. In Indonesia, specifically in Pekanbaru, only a few senior high schools have implemented the TOEFL course as one of the extra subjects to prepare their students for national university admission, while the IELTS course is mostly taught at

private institutions and for students who pursue their higher education overseas. Other than students, many people who work or have finished their degrees are also eager to take the courses for either job promotions or pursuing higher education. To fulfil this, studying in better institutions with better teachers will be necessary in order for them to overcome the difficulties encountered on the tests and get their targeted scores. However, there are challenges that the teachers might face when they teach the tests to these types of students.

According to Roza (2019), the challenges may arise from the students' high expectations of getting their targeted scores with the minimum effort and time. They tend to focus on the result more than the learning process, so it can be a burden for teachers to find tips and strategies for dealing with the tests in a short time. Albeit, Al-Rawashdeh (2011) states that a well-planned, committed, and honest effort must be made by the teacher and the students for the test preparation to be successful. This issue may affect the motivation of teachers to teach since there is a lot of pressure to handle. Dweik and Awajan (2013) also state that teachers who teach to improve their students' English language proficiency should put in more effort and motivation because they have the responsibility. Moreover, teacher- and student-related factors may lead to teachers' demotivation (Pourbahram & Sadeghi, 2020). For example, a teacher who is not sociable will have difficulties interacting with his students, and heterogeneous students will also cause frustration for the teacher.

Despite some studies suggesting that the same elements that motivate students also motivate teachers, the fact is that teacher motivation is a topic that is commonly disregarded in the field of English language teaching (Ng & Ng, 2015). Dweik and Awajan (2013) say that teachers' motivations in teaching should be supported so that they will also encourage the students to learn and achieve more, which will subsequently have a positive impact on the educational process. Additionally, there are not many studies discussing teachers' motivations for teaching English in private institutions. Ng and Ng (2015) report that the majority of research on teacher motivation has focused on institutional contexts, especially public schools. Pourbahram and Sadeghi (2020) also state that the students in public schools are different from the students taught in private institutions. In public schools, teachers teach students with a similar age range and probably the same gender, while in private institutions, the students are heterogeneous; they have different ages, genders, professions, and English levels. Not to mention that private institutions have different settings than public schools, such as competitive marketing strategies and the satisfaction of the institution's managers, students, and their parents. These also influence the pressures taken by the teachers and may lead to their demotivation. In relation to TOEFL and IELTS courses, they are mostly taught in private institutions rather than public institutions because these tests are on demand and only for those who need them. Therefore, it is interesting to investigate the motivations of the teachers who are involved in this field, which raised a research question in this study: what are the motivations of teachers in a private language institution in Pekanbaru, Indonesia, in teaching TOEFL and IELTS tests? This study is expected to fill in the gap of the few studies related to teachers' motivating factors, especially in teaching TOEFL and IELTS tests as well as teaching in a private institution.

Teachers' motivations

A teacher who is motivated may be pictured as an individual who strives hard and is willing to attempt new approaches and activities for the benefit of the students, ultimately leading to more effective learning outcomes and satisfaction (Ng & Ng, 2015). Moreover, Ofoegbu (2014) argues that supportive resources and facilities, as well as the work environment that makes them feel secure, healthy, and content, can be defined as factors motivating teachers to work optimally. Agreed with Ofoegbu (2014), Pourtoussi et al. (2018) also state that numerous classroom amenities, such as textbooks and audio-visual equipment, might increase teachers' motivation.

Some studies have briefly explained that there are several factors that influence the teachers' motivation related to language teaching, such as intrinsic and extrinsic motivations, relationships, autonomy, self-realization, and institutional support (Dweik & Awajan, 2013; Han & Yin, 2016; Kyriacou et al., 1999; Ng & Ng, 2015; Smid, 2018; Tsutsumi, 2014). Intrinsic motivation means that value comes first, such as a teacher's inherent desire to educate, a dialogue between the teachers and their students, or a high level of feeling of satisfaction and effectiveness in the classroom. Meanwhile, extrinsic motivation involves long-term employment security; autonomy means that they have authority in controlling their own teaching methods, resources, syllabus, and curriculum; relationships are in terms of their good communication and positive interaction with their colleagues; self-realization defines their expectation to be successful in the classroom; and institutional support means support and guidance from the employers.

Furthermore, Sinclair et al. (2006) find the teacher's motivations through several sources. These motivations include a love to work with a particular type of student, the importance of the perceived value of teaching others, an interest in assisting others, unhappiness with a former job, the perceived advantages or convenience of teaching (related to things like work schedules, hours worked, time off, and salary). The other motivations suggested by Sinclair et al. are namely the supposed ease of entrance into teacher education programs or the actual teaching profession, intellectual motivations, such as the desire to share information, a love of studying or teaching, a passion for a particular subject, the impact of other people, whether family, former teachers, or community members, teaching's current state, including the opportunities it offers for professional or social progress, and the possibilities for fulfilling interpersonal interactions with others that education offers.

Dweik and Awajan (2013) add that the student's parents were also one of the teachers' motivations for teaching English in the case of English teachers in Jordan. Culturally, the failure of students would be blamed on teachers, and the students who were already smart were due to the contribution of their families. This factor will negatively affect the teachers' motivation if there is no appreciation from the students' parents. The more the parents of the students value the teachers' work, the more committed they are (Dweik & Awajan, 2013). Likewise, Sahito and Vaisanen (2018) express that support from students can affect teachers' motivations. The close relationship between teachers and students can also have a positive effect on teachers in teaching (Han & Yin, 2016; Hettiarachchi,

2013; Tsutsumi, 2014). Thus, those can be considered the extrinsic factors that motivate teachers to teach in order to help their students study English.

Empirical studies

There were a few studies related to teachers' motivations for teaching in private institutions. Alipour (2018) investigates the comparisons between the motivations of Iranian teachers who taught in public schools and private institutions. The method used was quantitative, with a questionnaire as an instrument for data collection. The focus of the study was on teachers' preferences in teaching, institutions' managers and supervisors, students, students' parents, and job security. It was found that the primary source of motivation for both categories of teachers was their enjoyment of their work as teachers, though financial resources are no doubt also the main motivation. However, favouring their job as teachers (an internal motivation source) is a driving force toward career advancement and job satisfaction.

Similarly, Pourbahram and Sadeghi (2020) also conducted a study of disturbances that affected the motivations of Iranian teachers from both public schools and private language centres. The methods used were quantitative and qualitative approaches, where they distributed questionnaires to the teachers, and some were asked to have a semi-structured interview. It was found that the teachers' motivations were classified as teacher-related, student-related, educational, and contextual factors. Teacher-related factors were defined as the characteristics of teachers who were not sociable and had less ability to control a number of students; student-related factors included students' behaviour and their financial issues, which led them to study well; educational factors were related to sufficient materials, the learning and teaching process, and the willingness of students to study; and contextual factors were supports from the institution's managers and teaching and learning facilities. The findings also showed that, in addition to the subject-matter expertise that teachers should gain throughout their careers, they should be inspired to develop their reflective practices and the skills necessary to make wise decisions in all of the challenging situations that arise in actual classrooms. They should also be motivated to enhance their teaching narratives by thinking back on their experiences, yearning for self-development, and getting involved rather than staying away from risks.

The other study was also performed by Ng and Ng (2015) to examine the teachers' motivations in a private language centre in Malaysia. A quantitative method was employed, and the data were collected by distributing a 30-item questionnaire. The findings showed that the private teachers' motivations in teaching English were work autonomy, good work relationships, support from colleagues, superiors, and students as extrinsic factors, and the enjoyment of contributing to society as an intrinsic factor.

METHOD

Research Design

This study utilized a qualitative approach with a case study to answer the research question. According to Sherman and Webb (2004), the primary emphasis for qualitative researchers is on natural settings since in this type of study, the subjects are not only watched for their behaviour but also for their aims and motivations, which results in a new understanding. In order to better comprehend social realities and to call attention to processes, meaning patterns, and structural aspects, qualitative research claims to explain life worlds "from the inside out," from the perspective of the individuals who participate (Flick, 2009). Merriam and Tisdale (2015) also argue that the interpretations at a specific time and place within a specific context are of interest to qualitative researchers, such as those trying to understand how people interact with the social world, what it means to them, and how they experience it. Agreeably, Yin (2015) states that, in qualitative research, researchers can focus on a particular population and learn about the difficulties they face on a daily basis and how they deal with them, which aids in the understanding of others. In addition, in qualitative data, respondents' subjectivity, opinions, attitudes, and perspectives all work together to introduce some bias (Cohen et al., 2002). Furthermore, a case study is a method of inquiry that is employed to examine complex phenomena in depth, such as current events, significant problems, or programs, in order to uncover a new and deeper understanding of these phenomena (Lapan et al., 2011). A case study may include quantitative, qualitative, or both types of data, but typically includes some field data (Yin, 2015). Lapan et al. (2011) affirm that the goal of a case study is frequently to describe, clarify, or offer insight, which will most likely call for a sizable amount of qualitative data. Bernard (2017) also asserts that the participants in qualitative research, including case studies, can be chosen depending on the information that needs to be gathered for the study. According to what has been mentioned, a qualitative approach with a case study method was considered effective in exploring the motivations of the teachers in teaching TOEFL and IELTS test preparation. Through this method, the participants were chosen from a specific group of teachers who were experienced in teaching test preparation, and the author was able to collect and extract rich data with accuracy.

Setting and Participants

The research was conducted at a private institution in Pekanbaru, Riau, Indonesia. The main consideration in choosing this institution was that it specifically provided TOEFL and IELTS test preparation courses and had been working on this type of course since 2000. The other reasons were that the author had taught here for more than 10 years, so it was easy to access the participants; the appointments and consents were easy to make; the interviews were completed in a comfortable manner; and the data gathered were rich and abundant. The participants in this study were chosen based on the purposive sampling technique. As stated by Lenaini (2021), purposive sampling is defined as a non-random selection technique where researchers guarantee the citation of examples

through the approach of selecting unique identifiers that are in line with the study goals and are therefore anticipated to be able to react to research cases. Moreover, the benefits of this sampling technique are that the researchers might limit their research to a particular demographic of interest, homogenize their sample, or omit participants who are at high risk for major adverse outcomes (Andrade, 2021; Sharma, 2017). Thus, ten participants who were experienced teachers in teaching TOEFL and IELTS test preparation were included in the study. These teachers were chosen because they have taught TOEFL and IELTS for more than 10 years and were considered senior teachers in the institutions. The length of time and experiences they had while teaching TOEFL and IELTS test preparation were believed to provide more information in this study.

Ethical Consideration

After selecting the participants, ethical considerations must be taken to secure their confidentiality. In addition, ethics was employed to preserve the relationship between the participants and the author and to prevent them from being harmed by conducting the study (Lapan et al., 2011; Leavy, 2014; Merriam & Tisdale, 2015; Yin, 2015). Thus, to persuade participants to get involved in the study, they must comprehend that they were not excessively exploited (particularly when the individual was vulnerable) and that they were not harmed during the process of data collection or after the study was published (Leavy, 2014). The first step in gaining admission from the participants in this study was informing them of the research that would be done by the author. Then, consent forms with the research information were given. In relation to that, Babbie (2007) justifies that informed consent for the study was essential to guarantee that they would not suffer any damage as a result of the research. Cohen et al. (2002) also state that the consent form must be freely provided to the participants, be clear, and contain sufficient information about the research so that the participants can offer their consent. Afterwards, the participants were asked to sign the statement, which indicated that they were willing to join the research. Additionally, the participants' names were changed to pseudonyms or aliases in order to conceal their identities (Creswell & Creswell, 2017). To support this, Moore (2018) says that pseudonyms serve as a tool for publicity, giving performers a repertoire for use in public while also protecting their private lives. Therefore, by using pseudonyms, participants' names and research sites will not be recognized if the study's findings are disseminated (Roza, 2019). Despite having their real names substituted with pseudonyms, study participants were free to leave the study whenever they wanted for any reason or no reason at all. The pseudonymized names of the suggested participants are listed in Table 1.

Table 1. The profiles of the participants

No.	Participants	Age	Years of teaching experience	Degree
1.	Bella	38	18	B. Ed.
2.	Lucky	37	11	B.Ed.
3.	Holly	33	10	M.Ed.

No	Participants	Age	Years of teaching experience	Degree
4.	James	35	11	M.Ed.
5.	Julia	41	10	B.Ed.
6.	Lady	33	11	B.Ed.
7.	Akira	35	13	M.A. in TESOL
8.	Queen	44	20	B.Ed.
9.	Aryan	37	10	B.Ed.
10.	Alpha	48	21	M.Ed.

Data Collection Method and Analysis

The research data was gathered through semi-structured (open-ended questions) and face-to-face interviews. Leavy (2014) states that semi-structured interviews can make better use of the knowledge-producing potential of dialogues by giving the interviewees much more freedom to pursue any angles they feel are important. In addition, they also give the interviewer a better chance of emerging from behind a predetermined interview guide (Leavy, 2014). Since the participants were accessible, the interview was done face-to-face. According to Gubrium & Holstein (2016), the benefits of this type of interview include being accurate and natural, effective with complex issues, helpful for older and hearing-impaired respondents, enlarging self-generated answers, having equal power in distributing the interaction, obtaining more thoughtful responses, better response rates, better involvement of marginalized respondents, and more sensitive questioning. All in all, this approach resulted in a higher response rate from the participants when they were asked to share their motivations concerning teaching the TOEFL and IELTS test preparation. Besides, the interactions between the author and the participants were also thought to be more accurate and natural.

The first step of the data collection process was making interview appointments with the participants. Before setting the schedule for the face-to-face interviews, the participants were given an explanation of the research details and were also asked about their consent to participate in the study. When conducting the interviews, the author met the teachers in different locations, such as the institution where they worked, their houses, and restaurants. The languages used by the participants in the interviews were Indonesian and English, but 8 of 10 teachers spoke English. The interviews took approximately 5 to 10 minutes, and audio recorders featured in a cellular phone were used to digitally collect the information from the in-person interviews since they were conveniently brought to the research location. After the data collection was finished, all recorded interviews were transcribed into transcriptions.

Six steps of thematic analysis suggested by Braun & Clarke (2012) were used to analyze the transcribed data. The initial step was to become familiar with the data that were obtained from the transcription and create codes. After the codes were highlighted, topics were explored and examined to find the prospective ones. The probable themes were

named and defined in order to create a finding report after being identified based on the research question. The steps of the thematic analysis are given in Figure 1.

Figure 1. Six steps of thematic analysis suggested by Braun & Clarke (2012)

Trustworthiness

Furthermore, credibility must be ensured during data collection. Credibility is one of the criteria for trustworthiness proposed by Guba (1981) in acquiring the precise data for this research. Creswell and Creswell (2017) also explain that before gathering data, researchers should establish trust with the participants to prevent misconduct and improper behaviour that could reflect poorly on their organizations. Therefore, during interviews with the participants or the teachers, they were asked to certify that the audio recorder was on and that it clearly caught their voices. The last step of ethical consideration was utilizing member checking to ascertain the accuracy of the qualitative findings by returning the final report or particular descriptions or themes to participants and ascertaining whether these participants felt that they were accurate (Creswell & Creswell, 2017). So, the participants were asked to read the interview transcriptions to ensure that what they had said was similar to what was written in them.

FINDINGS

Six significant themes were found through thematic analysis of the interview materials, including 1) their passion for teaching; 2) their test score improvement; 3) their self-development; 4) their satisfaction in helping students; 5) the absence of a lesson plan requirement from the institution; and 6) salary and career building. Each theme is explained and supported by teachers' commentaries.

Passion for teaching

The outcome of the study showed that the first topic was related to the context of enthusiasm in teaching. It was found that all teachers were motivated to teach TOEFL and IELTS due to their passion for teaching. Some of them claimed that they knew this was their work and that their enjoyment of teaching served as a sufficient incentive. As evidence, one of the teachers, Lucky, said that:

"Actually, I enjoy teaching. I like teaching very much. I even want to be a lecturer. So, back to the day when I was in university, I wanted to be a lecturer. I never study at home, I never open my book, and I never answer any questions related to TOEFL or IELTS. I just enjoy teaching very much."

James also said that teaching TOEFL and IELTS test preparation was not boring and fun, as he had experience teaching these tests for a long time, and he did not find teaching the tests difficult. Another comment also came from Akira, in which he said:

"Before, I had been teaching to help the students get their target scores for university admission or to get a job, but now I enjoy my profession".

Furthermore, Lady, who was asked whether she liked teaching or not, spontaneously answered, "*I love it! You can tell me.*" Since he had been teaching for a long time, Aryan also added that teaching was like a habit to him and that, until this far, he could say that he enjoyed teaching very much. To conclude, these teachers were passionate about teaching because they were fond of the work of teaching itself. As a result, it became the first motivation for the teachers when they taught TOEFL and IELTS test preparation.

Teachers' test score improvement

The next motivation that most teachers believed was their score improvement in teaching the test preparation. They agreed that by teaching the tests, they would consciously and unconsciously increase their scores. To confirm, Akira said that teaching the test preparation was indicated as 'learning by doing'. It means that when he felt his score was not high enough, teaching the tests would be one of the ways to increase it, even though sometimes he felt that teaching had worn him out. In details, he said:

"I would like to call myself a scholarship hunter. Actually, the first time I taught TOEFL was in 2010, when I was preparing myself to study abroad and my score was not high enough. So, by teaching TOEFL, it also means that I help myself."

James and Bella also said that when they taught TOEFL or IELTS test preparation, it not only helped the students reach their targeted scores but also helped them, particularly when they were about to take one of the tests. Bella added that the teachers always got new test materials, so she always had the opportunity to raise her score. Similar to the other teachers, Lady said:

"Before, my score was not really good, but finally, I got good progress, and the score I got was quite high as long as I taught more. Well, that is kind of motivation for me."

Holly lastly inserted that she once took an IELTS test before. If she had taught the tests earlier, she was confidently certain that she would have gotten a much better score. Therefore, it can be seen why teachers were motivated to teach test preparation. They could see how teaching TOEFL and IELTS as the common English proficiency tests

could benefit them in getting the scores that they wanted, especially those teachers who wanted to continue their studies abroad.

Teachers' self-development

Several teachers were certain that during their time teaching TOEFL and IELTS test preparation, not only improved their scores but also made them more developed. Nowadays, many students have intelligence, and they have already known English since they were babies due to the advances in technology and the internet. This phenomenon motivated the teachers to stay updated and improve their knowledge. Based on the situation, the Queen explained:

"The students that I have now—some of them are smarter than me. They have learned English since they were very young, and they use English when they speak with their friends from overseas and family, and they know much information and general knowledge. So, one thing that can motivate me to teach is that I have to be smarter than my students. So, I have to keep studying and updating myself with the questions of these tests."

From Queen's explanation, Aryan also agreed that teachers must study every day, so they would be much smarter than their students.

Additionally, Julia said that because of these tests, she began challenging herself to be better, such as by listening to talks delivered in English on YouTube to improve her listening skills and reading lots of books and articles in English so that she could improve her reading skills. She also added, "*I need to compete with other teachers who are master's graduates; that is why I motivate and improve myself by doing those things.*"

In agreement with Julia, James also thought that by teaching the tests, he knew what errors might appear in his writing, and he also felt challenged when it came to reading and understanding an English text since the vocabulary used was formal and academic. Finally, Alpha and Aryan expressed that the questions of these tests varied from time to time, and if the teachers did not push themselves forward, they would be left behind, and as a result, they would not be able to help their students. The effect of this self-development successfully made several teachers in the institution pass scholarships and study overseas.

Teachers' satisfaction in helping their students

Another motivation was the teachers' satisfaction in assisting the students in achieving their targeted score for the requirement of a scholarship, university entrance, or job application. All teachers agreed that they became motivated to keep teaching the tests when their students' scores improved. In addition, they became satisfied when their students informed them that they got the required scores. Holly said that knowing her

students got their targeted scores was her best experience as a teacher. Agreeing with Holly, Lady stated:

"I felt really satisfied when my students got the scores that they wanted, and after that, they texted me, "Miss, thank you. I finally got the score, and I passed the scholarship." or "I passed the test, Miss, and now I'm a specialist." I can see the satisfaction there."

Some of the teachers, who agreed with Lady, said that they were pleased when their students' scores increased, especially in significant numbers. To add to this, Queen reported:

"Helping the students reach their goals is one of the good parts of teaching IELTS and TOEFL tests. I have some students who are now working for some good companies in Malaysia and Singapore, and the other is now continuing his studies in Japan. So, I think it's very worth it to teach them."

Therefore, it was highly noted that it was important to raise the students' scores since it satisfied them to see their students grow. Similarly, Alpha said that he would be afraid that his students could not reach their targeted scores. It would be the teacher's failure if this thing happened, and it was one of his motivations to do his best to improve the student's scores.

No required lesson plans

Since the institution was private, it was not necessary for the teachers to make lesson plans. Alpha, the Director of the institution as well as one of the teachers, said that the lesson plans were compulsory for all teachers before they started teaching years ago, but it turned out that this rule was not effective. He said that the teachers of the institution had their own teaching methods, and they probably had ideas on how to help their students get the targeted scores. By all means, all teachers agreed that having no lesson plans would be a great idea for the institution. They had been teaching these tests for more than 10 years and were experts in this field in their own way. It is proven from what James said that he understood how to conduct the test preparation by knowing the students' pre-test scores first. From the scores, he could get a description of what he should teach the students from the first until the last meeting of the test preparation course. Julia also stated that the types of students could determine what lesson plans she would create to help them. There were types of students who were lazy, quiet, talkative, etc. during the test preparation program. It is what made lesson plans of no use since the situations were unpredictable and changeable.

Salary and career buildings

The last motivating factor for the teachers in teaching TOEFL and IELTS tests was the salary that they got from teaching and their advanced careers. Several teachers agreed that salary was also one of the motivations for why they were involved in teaching these tests.

Lucky and Aryan commented that the advantage of teaching the tests was that they were paid for what they actually enjoyed. Indeed, both similarly said, "*I enjoyed this job, and I got money from it*." Bella also said that the pay for teachers who taught TOEFL and IELTS tests was considerably higher than that of those who taught general English in other private institutions. Therefore, there was no hesitation that the amount of money that the teachers earned would motivate them to teach the TOEFL and IELTS tests, considering how many years they had spent teaching in the institution.

Other than salary, the teachers also confirmed that teaching these preparation tests could help their careers as well. For example, by teaching the tests, the teachers could prepare themselves to get scholarships, get accepted by universities abroad, and get opportunities to teach at universities after finishing their studies. To confirm, Bella said that:

"We can develop our careers." We can go to college to teach, not only at a language institution. We can also have higher achievement; for example, some of my colleagues have gotten scholarships for higher education."

Bella added that the previous teachers teaching at the institution successfully got scholarships and continued their studies abroad; currently, they are university teachers. Queen also stated that through teaching the tests, she and the other teachers were invited to be judges in some events, such as spelling bees, speech contests, etc. They also got invited to teach occasionally at universities, schools, and companies. It made them build networks among people, and since the teachers who practised in this field were rare, the opportunities to get ahead with their careers would be high.

DISCUSSION

The primary objective of this study is to explore the motivations of teachers in teaching TOEFL and IELTS test preparation, specifically in a private institution in Pekanbaru, Indonesia. It can be identified from the findings that the first intrinsic motivating factor for the teachers was their passion for teaching. Similar to previous studies, the most common motivation of teachers to teach is their enjoyment and liking of teaching (Alipour, 2018; Dweik & Awajan, 2013; Han & Yin, 2016; Hettiarachchi, 2013; Kyriacou et al., 1999; Ng & Ng, 2015; Sahito & Vaisanen, 2018; Sinclair et al., 2006; Tsutsumi, 2014). The challenges of teaching in private institutions have been highlighted by several studies such as the pressures in teaching heterogeneous students, their unsociable skills in interacting with students, and students who want to spend minimum time and effort in studying but expect good scores after studying (Al-Rawashdeh, 2011; Dweik & Awajan, 2013; Ng & Ng, 2015; Pourbahram & Sadeghi, 2020; Roza, 2019). However, the result of the findings proved that these challenges had no ability to weaken the teachers' passion for teaching TOEFL and IELTS test preparation courses. On the contrary, they believe that they felt enjoyable when teaching the courses, and it had already become their habitual activity.

Furthermore, satisfaction in assisting students to get their targeted score was also one of the intrinsic motivating factors (Dewaele, 2020; Dweik & Awajan, 2013; Han & Yin, 2016; Hettiarachchi, 2013; Ng & Ng, 2015; Sahito & Vaisanen, 2018; Tsutsumi, 2014). In relation to that, the intellectual motivation described by Sinclair et al. (2006) explains that helping students for teachers' own benefit was also part of sharing knowledge and information. Based on the findings, it can be seen that the teachers felt a sense of pride and satisfaction when their students got their targeted scores and were successful in getting into their targeted scholarships or universities and job promotions. Nevertheless, fear of failure in helping the students might affect their motivation negatively because the success of the students would also be the success of the teachers.

The other prevalent motivating factors, based on the data, were the teachers' score improvement and self-development. It is related to teachers' self-realization suggested by several scholars (Dweik & Awajan, 2013; Han & Yin, 2016; Ng & Ng, 2015; Ofoegbu, 2014), where the teachers feel improved and successful, and it motivates them to perform at their best. Some of the teachers in this study were scholarship hunters. Thus, teaching the students would be one of the ways to improve their scores and to develop themselves in their current field which was in language testing (TOEFL and IELTS).

Moreover, the next factors were teachers' autonomy and institutional support; the teachers were not required to have a lesson plan before classes. It is in contrast to what has been stated by Pourbahram and Sadeghi (2020) that to motivate teachers linguistically and psychologically, they must prepare the class beforehand to avoid stress and disturbing behaviour triggered by students. Nevertheless, the teachers in the institution were confident that they had their own strategies to take care of students based on their appearances and behaviours. Related to the previous studies, giving autonomy to teachers to take over their own classes will motivate them to teach positively, and support from the institution has a significant role in making this happen (Dweik & Awajan, 2013; Han & Yin, 2016; Ng & Ng, 2015; Ofoegbu, 2014; Sinclair et al., 2006).

The last motivating factors were salary and career building. These factors were correlated with the teachers' employment security and convenience, which have been repeatedly emphasized by several studies (Dweik & Awajan, 2013; Han & Yin, 2016; Kyriacou et al., 1999; Ng & Ng, 2015; Pourtoussi et al., 2018; Sinclair et al., 2006; Tsutsumi, 2014). These reasons were probably why the teachers were committed to the institution for more than ten years: they earned a good salary and were allowed to continue their studies.

Though several studies mentioned that teachers' autonomy in the classroom motivated teachers in ELT, the omission of administration duties was not one of them. In several state and private institutions in Indonesia, lesson plans, which are part of teachers' administration work, are compulsory before teachers come to their classes and teach. However, this research finding revealed that the absence of lesson plans was one of the motivating factors for teachers in teaching TOEFL and IELTS. In brief, this point made this research different from the previous ones.

CONCLUSION

This study aimed to explore the motivating factors of TOEFL and IELTS teachers in a private institution located in Pekanbaru, Indonesia. The findings showed that there were six factors that motivated the teachers in teaching the tests, such as their passion for teaching, improving scores in both tests, self-development by staying updated with the latest information and knowledge, self-satisfaction in helping students reach their targeted scores, the institution support which did not require them to make a lesson plan, good salary and opportunities to pursue their studies to higher education. According to the findings, private educational institutions ought to take teachers' motivations into consideration when developing and implementing TOEFL and IELTS test preparation programs and should offer them enough assistance and incentives to improve the quality and efficiency of their instruction. The study may also suggest that teachers' motivations may alter their methods and strategies for teaching, as well as how they interact with their students. These aspects may then have an impact on the student's learning outcomes and test results. Additionally, the study could indicate that teacher motivations fluctuate over time in response to their own and their students' goals, experiences, and difficulties, and that they may require ongoing professional development to keep or increase their levels of motivation.

Although the motivational reasons for teachers are thoroughly discussed, there are obviously some limits to this study. Firstly, the number of participants in this study is set at merely ten teachers. To have a more thorough and in-depth discussion on the subject, a future study might involve a greater number of TOEFL and IELTS teachers who work in private institutions and come from different nations and cities. Furthermore, because the focus of this study was on qualitatively examining the motivations of private institution teachers in Pekanbaru, Indonesia when teaching TOEFL and IELTS, its findings cannot be broadly applied. To determine the differences in teachers' motivations for teaching TOEFL and IELTS test preparation in private institutions, future research may use a different approach, such as a survey.

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APPENDIX

Interview Questions

1. Please introduce yourself!
2. What is your current degree in education?
3. How long have you been teaching English?
4. How long have you been teaching TOEFL and IELTS courses?
5. What type of students do you teach?
6. What language do you use in teaching TOEFL and/or IELTS test preparation?
7. What are the good parts of teaching TOEFL and/or IELTS test preparation?
8. How do you motivate yourself in teaching TOEFL or IELTS test preparation?
9. What do you think helps people in learning English?
10. What do you think helps people to pass the tests?
11. What do you suggest for teachers who teach TOEFL and/or IELTS test preparation?