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Do Gender and School Accreditation Affect Motivation?

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ABSTRACT

This research studied student motivation in light of Dörnyei's L2 Motivational Self System theory. There are three motivational dimensions: Ideal-L2 Self, Ought-to L2 Self, and Language Learning Experience in this theory. According to the idea, this research studied whether individual variables (gender and school accreditations) influence students' motivation in private senior high schools. This study used a quantitative survey research methodology. This survey included second-grade pupils from seventeen private high schools in Samarinda. 193 students were chosen as the sample using random cluster selection and random individual sampling. This research used the English Learner Questionnaire (ELQ) developed by Dörnyei and Taguchi. This study used SPSS 25 of descriptive and inferential statistics to analyze the data. The data revealed that private high school students in Samarinda were highly motivated (M = 4.27) to study the English language. In addition, a statistical analysis revealed female pupils demonstrated greater motivation than male classmates. In addition, the findings for the relationship between school accreditations and student motivation revealed that school accreditations do not predict learners' motivation. Based on the L2 Motivational Self System, pupils at private senior high schools in Samarinda were highly motivated. Their motivation was often defined by gender, but not by educational attainment.

INTRODUCTION

Motivation has emerged as a pivotal area of inquiry and theoretical exploration in language acquisition, reflecting its critical importance. Over the past five decades, research on second language (L2) motivation has focused on identifying the factors that drive students to acquire a second language and the strategies educators can implement to enhance motivation in their students and curricula. Dörnyei (2005) delineated three key eras in the evolution of L2 motivation theory: the social psychological period (1959–1990), the cognitive-situated period (1990s), and the process-oriented period (early 21st century). Influenced by mainstream psychology, increased recognition of sociocultural theories, and the integration of motivation with context, L2 motivational research has since transitioned into the socio-dynamic era. In this vein, Dörnyei (2009) re-conceptualized L2 motivation to expand upon Gardner's foundational work, aligning it with the demands of a globalized world increasingly shaped by the prominence of Global English. Dörnyei's theoretical framework, the L2 Motivational Self System (L2MSS), comprises three dimensions: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Its comprehensive structure and its goal of reinterpreting earlier motivational theories render it highly applicable for examining L2 motivation in contemporary contexts. As noted

by Dörnyei and Ushioda (2011), the L2MSS represents a paradigm shift in L2 motivation research, acknowledging the role of motivation across diverse contexts in the globalized twenty-first century while incorporating sociocultural theories. Crucially, the L2MSS underscores the importance of accounting for individual differences among learners.

This research also examines individual differences in gender and school accreditation disparities among students. As Dörnyei and Ushioda (2011) observe, individual differences—defined as traits or qualities distinguishing one person from another—have historically served as a crucial lens for studying motivation. The L2MSS framework emphasizes the necessity of exploring learners' variations, as these differences can generate varying levels of motivation across diverse contexts.

In addition, the L2MSS framework incorporates the L2 Learning Experience, which acknowledges that students can acquire English within a classroom setting. In Indonesia, all schools are required to undergo accreditation. School accreditation involves evaluating the viability of a program and academic unit at the school level based on established standards to measure and ensure quality. Under Law of Indonesia No. 20/2003 on the National Education System, the government assesses the viability of schools as educational programs through accreditation based on national academic standards. The relationship between the L2 Learning Experience and school accreditation is worth examining. Therefore, exploring whether differences in English learning motivation exist based on the L2MSS framework and school accreditation is particularly compelling.

Building on the relationship between L2 motivation in English learning, gender disparities, and school accreditation, this study aims to expand the understanding of students' motivation in English learning through the lens of the L2MSS. The research categorizes the outcomes of students' aspirations to learn English at private senior high schools in Samarinda based on gender and school accreditation levels.

According to the Decree of the National Education Minister Number 60 of 2002 on the Establishment of Schools, while the government oversees public schools, private institutions are allowed to set their own standards. Private schools retain some autonomy in their operations, provided they adhere to specific government requirements. Article 190 of Government Regulation Number 17 of 2010 stipulates that private schools may enrich their curricula as long as they comply with the National Education Standards outlined in Article 189. This autonomy, coupled with their capacity to align with their institutional beliefs, has drawn heightened government interest compared to public schools. Consequently, this study investigates the motivation of students attending private senior high schools. The findings are expected to contribute significantly to the body of research on L2 motivation by adding insights into this specific context.

LITERATURE REVIEW

The L2 Motivational Self System (L2MSS) is the most contemporary theory of motivation, developed by Dörnyei (2009). This research seeks to revisit and expand on certain previously established beliefs about motivation. The framework offers a holistic perspective on what drives individuals, grounded in self- and social-environmental psychology, particularly the concept of future selves and self-guides (future vision). The theory comprises three core dimensions: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. These dimensions are elaborated upon in the following sections.

The Ideal-L2 Self

The L2-specific characteristic of the "Ideal Self" represents a unique individual vision (Dörnyei, 2009). It pertains to the students' desired future image of themselves as proficient language users. The ultimate goal of learners is often to achieve native-like fluency in the target language; therefore, a positive attitude toward learning fosters a stronger idealization of the L2 self. For instance, students may learn English to advance their careers.

The motivation dimension encompasses various influential factors. First, **instrumentality-promotion** is associated with the positive outcomes students aim to achieve, such as the desire to

succeed or secure better employment through English fluency (Higgins, 1998). Second, **cultural interest** reflects curiosity about culture, stemming from the interconnection between language and culture (Brown, 2007). There is a correlation between cultural interest and integrative motivation, as the cultural belief hypothesis suggests that cultural beliefs shape integrative motivation (Schmidt et al., 1996), influencing the degree to which students idealize themselves. Third, **travel orientation** significantly impacts student motivation. Motivation driven by aspirations related to travel, education, and friendship is strongly and positively linked to self-determined motivation, which empowers learners (Clément & Kruidenier, 1983).

The Ought-to-Self

According to Dörnyei (2009), the "Ought-to L2 Self" reflects the idea that individuals strive to meet expectations and avoid unfavorable outcomes. This dimension emphasizes the responsibilities, obligations, and duties learners perceive. For example, a student might study English to avoid failing an exam. Additionally, the Ought-to L2 Self is tied to a motivating element: **Instrumentality-Prevention**, which focuses on avoiding undesirable outcomes linked to the responsibilities and obligations an individual feels compelled to fulfill for others (Higgins, 1998).

L2 Learning Experience

The experience of L2 learning pertains to external factors rooted in the current learning environment and the individual's experience (Dörnyei, 2009). This element is unrelated to self-perception and instead focuses on the learning environment. Factors such as the enjoyment of the classroom setting, the teacher's influence, the curriculum, and the sense of achievement serve as motivating forces for some language learners to acquire a second language.

In addition to Dörnyei's motivation theory, recent studies have explored L2 learning incentives through the lens of the L2MSS. These studies have been conducted across various L2 contexts. In Korea, the Ideal L2 Self has been shown to positively influence English proficiency, with greater visibility of the Ideal L2 Self correlating with improved language skills (Kim & Kim, 2014). Research in Japan further validated the L2MSS by highlighting the role of the Ideal L2 Self (Taguchi et al., 2009). Lamb (2009) examined two Indonesian English language trainees, drawing inspiration from the L2MSS framework.

METHODS
Design

This research employed a descriptive quantitative design and a quantitative survey methodology. According to Creswell (2012), the primary objective of survey design is to characterize a group or population. Similarly, Fraenkel et al. (2012) asserted that surveys are suitable for exploring the perspectives of a large number of people on a specific situation or topic. This study applied survey methodology to gather the opinions of private high school students regarding their motivation to learn English based on the L2MSS framework.

Participants

Creswell (2012) defines a population as a group of individuals with shared attributes. Based on information from Department of Education of East Kalimantan province and Department of Education of Samarinda City, the study population consisted of students from 17 private senior high schools in Samarinda with varying levels of school accreditation. These included seven A-accredited schools, eight B-accredited schools, one C-accredited school, and one non-accredited school.

Given the limited number of subjects from C-accredited and non-accredited schools, these were excluded from the study. Only A- and B-accredited schools were used as samples. According to Barlett et al. (2001), a population estimate of 50% is recommended to maximize variance and ensure an adequate sample size. Using this approach, cluster random sampling was applied, grouping the

population by school accreditation. Ultimately, the sample comprised 193 second-grade students from 15 private schools: seven A-accredited schools and eight B-accredited schools.

Data Collection
The study utilized a research instrument to measure students' motivation for learning English. A questionnaire adapted from Dörnyei and Taguchi (2010) was employed, specifically designed for English Language Learners. This questionnaire was translated into Indonesian to ensure relevance and comprehension for the local context. It consisted of 27 items covering seven motivational components, aligned with the three dimensions of the L2MSS:
1. Ideal L2 Self – including instrumentality-promotion, cultural interest, and travel orientation.
2. Ought-to L2 Self – including instrumentality-prevention.
3. L2 Learning Experience.

The questionnaire effectively captured students' motivation to learn English based on the L2MSS framework.

Data Analysis
Descriptive statistics were used to summarize the data, calculate mean scores, and evaluate students' motivation to improve their English according to the L2MSS framework. To examine differences in motivation based on gender and school accreditation, the researchers employed an independent sample t-test using SPSS 25. As Kim (2015) highlighted, the t-test is a statistical method for comparing two sets of means. This approach was deemed appropriate for analyzing the data in this study.

The results were further classified by gender and school accreditation to address the following research questions:
1. What is the students' motivation in learning English based on the L2MSS?
2. Is there any difference in students' motivation in learning English based on the L2MSS by gender?
3. Is there any difference in students' motivation to learn English based on the L2MSS by school accreditation?

FINDINGS AND DISCUSSION
Components of L2 Learners
This research employed the English Learner Questionnaire (ELQ) to examine the three components of the L2MSS among private senior high school students in Samarinda. Each item on the ELQ utilized a 6-point Likert scale, ranging from 1 to 6. The scores were totaled and averaged to provide a clearer understanding of the students' motivation levels. For example, Table 1 presents the mean scores reflecting students' motivation driven by their desire to learn English, while Table 2 highlights the proportion of motivated students in comparison.

Table 1. *Descriptive statistic of students' motivation in learning English*

Variable	N	Range	Min	Max	Sum	Mean
Learner's Motivation	193	4.59	1.07	5.67	823.39	4.27

To gain further insights into the mean score of students' motivation at Samarinda private senior high schools, refer to Table 1 in the study. A mean score of 4.27 suggests that the students demonstrate strong motivation.

The motivational scores in Table 2 range from 4.59 to 5.67, categorized as very high, with a minimum score of 1, indicating very low motivation. Notably, the vast majority of students (98.78%) demonstrated medium to high levels of motivation in language acquisition, while only a small proportion (1.23%) exhibited low to extremely low levels of motivation. Furthermore, the average scores for the L2MSS dimensions are illustrated in the chart below.

Table 2. *Students' motivation in language learning*

Mean Score	Category	Frequency	Percentage (%)
5 – 6	Very High	33	17.10%
4 – 4.9	High	93	48.19%
3 – 3.9	Average	55	28.50%
2 – 2.9	Low	10	5.18%
1 – 1.9	Very Low	2	1.04%
Total		193	100.00%

Table 3. *Mean score of the L2MSS Dimension*

L2MSS Dimension	N	Mean Score
Ideal-L2 Self	193	4.31
Ought-to L2 Self	193	3.89
L2 Learning Experience	193	4.63

Table 3 reveals that the highest mean score was for the L2 Learning Experience (M = 4.63, indicating high motivation), followed by the Ideal L2 Self (M = 4.31, also indicating high motivation). The lowest mean score was for the Ought-to L2 Self (M = 3.89, indicating average motivation). These findings are further illustrated in Figure 2 below, with each dimension of the L2MSS described in detail.
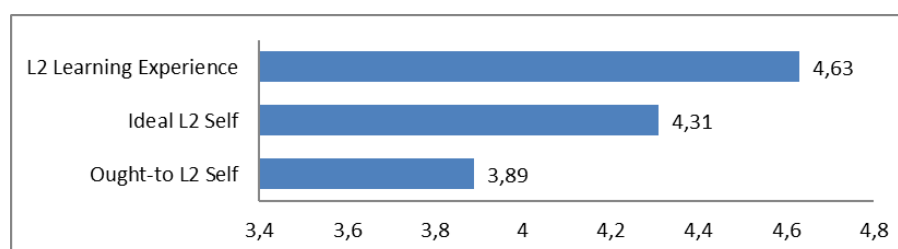

Figure 1. *Dimensions of the L2MSS at Private Senior High School in Samarinda*

According to the ELQ results, students at Samarinda's private senior high schools demonstrated motivation levels ranging from average to extremely motivated to learn English, with only a small number receiving below-average scores. Similar findings were reported by You and Dörnyei (2016) in their survey of Chinese secondary and undergraduate students, which revealed high levels of motivation to learn English among Chinese learners.

Additionally, this result aligns with a study conducted by Lamb (2002) at a junior high school in Jambi, which found that students were highly eager to learn English, though only a few showed notable improvements in language acquisition. Lamb also highlighted the challenging state of EFL education in Indonesia, emphasizing that English proficiency is often seen as crucial for advancing future academic or career opportunities.

When comparing the motivation of female and male students to learn a foreign language, a significant difference emerged, with female students rating higher across all motivational components. However, only three variables—Instrumentality-Promotion, Travel Orientation, and L2 Learning Experience—exhibited statistically significant differences.

The comparison of school accreditation statuses revealed that while students from A-accredited institutions displayed higher motivation levels than those from B-accredited schools, the difference was not statistically significant. This was primarily due to only one motivational factor, instrumentality-promotion, showing a significant difference. Moreover, students from A- and B-accredited schools shared similar ratings across most motivational components.

This study found that private high school students in Samarinda exhibited a strong desire to learn English as a foreign language. These findings align with previous research indicating that students from private schools tend to have high motivation to learn English (Inngam & Eamoraphan, 2014; Bektaş-Çetinkaya & Oruç, 2010).

Dörnyei's L2 Motivational Self System (L2MSS), comprising three core dimensions of L2 motivation, was central to this study. The specific dimensions are detailed below.

The Ideal L2 Self

The first dimension of the L2MSS is the Ideal L2 Self. This projected self-perception reveals that the study participants were highly motivated. They envisioned themselves speaking English fluently, living overseas, engaging in English conversations, and utilizing the language in their future endeavors.

The Ideal L2 Self shares characteristics with integrative and internalized instrumental goals, aligning with the typical self (Dörnyei, 2005). For instance, Madkhali (2016) found that Saudi students participating in Intensive English Programs in the United States perceived themselves as native English speakers, which reflected their Ideal L2 Self. This vision reinforced their internal motivation, enhancing their efforts to learn English. Similarly, the study participants in Samarinda demonstrated a significant idealization of the L2 self, which inspired them to learn English and bolstered their internal drive for language acquisition.

A key component associated with the Ideal L2 Self is instrumentality-promotion. The participants strongly desired to enhance their English skills, recognizing its necessity for career advancement, future studies, international work, living abroad, and fulfilling responsibilities requiring English proficiency. Instrumentality-promotion emerged as the most significant motivational factor, especially among female students and those from A-accredited schools, indicating a strong incentive to learn English for future opportunities.

Ellis (2008) noted that instrumental and integrative motivation often work in tandem to facilitate successful L2 learning. In foreign language contexts, instrumental orientation has a particularly significant influence on learners (Dörnyei, 2005). These findings underscore the importance of this motivational component in shaping EFL students' learning behaviors.

Cultural Interest also played a substantial role in motivating students. Participants expressed a strong preference for English-language media, such as music, films, television, magazines, and books—interests shared by many teenagers worldwide. Azadipour (2013) corroborated these findings, demonstrating that cultural factors significantly contribute to language acquisition. The cultural belief hypothesis (Schmidt et al., 1996) suggests that cultural beliefs influence integrative motivation, making cultural curiosity an essential element of L2 motivation. Students in Samarinda's private senior high schools were highly motivated and curious about linguistic culture.

In an era of globalization, English proficiency has become increasingly necessary due to the growing cross-border mobility of people. This global influence appears to have affected students' motivation levels, particularly their interest in travel and cultural exploration. Clément and Kruidenier (1983) found that self-determined motivations, such as the desire for travel, knowledge, and relationships, are strongly linked to increased motivation. Students demonstrated high motivation within this component, driven by their aspirations to travel abroad and their desire to learn English.

The Ought-to-L2 Self

In this study, students exhibited average motivation for achieving goals and avoiding negative consequences (M=3.66). Similar findings were reported by Islam et al. (2013) in Pakistan and Papi (2010) in Iran, where this motivational factor was the least significant contributor to motivated learning behavior. The students in Samarinda's private senior high schools received an average score for the Ought-to L2 Self, suggesting they are moderately influenced by social and external pressures.

The L2 Learning Experience

The third dimension of the L2MSS, highlights the impact of the current learning environment and experiences on student motivation (Dörnyei, 2005). In this study, the L2 Learning Experience received the highest mean scores among all motivational components, indicating that students generally viewed their English-learning environment positively.

Students demonstrated strong interest and enjoyment in learning English, attributing their positive attitudes to their broad learning experiences and supportive environments. Regardless of school type or gender, participants exhibited the strongest desire for language acquisition through engaging and favorable experiences, which fueled their enthusiasm for learning and appreciation of the English language.

EFL Students' Motivation Across Gender

The sample consisted of 109 female and 84 male students, each exhibiting varying degrees of motivation. Despite differences in the total number of female and male participants, the statistical results remained unaffected, as the study calculated the mean motivation score for each gender. Both females and males scored highest on the L2 Learning Experience and lowest on the Ought-to L2 Self. These findings suggest a generally positive learning experience and a reduced sense of obligation in their second language learning. The gender-specific mean scores for the motivation components are presented in Table 4 and Figure 3.

Table 4. *Independent t-test motivation components by gender*

L2MSS Dimension	Male	Female	Mean Difference	Gender		Mean
				t-value	Sig. (2-tailed)	
Ideal-L2 Self	4.12	4.46	0.34	2.776	0.006*	4.29
Ought-to L2 Self	3.82	3.94	0.12	0.982	0.327	3.88
L2 Learning Experience	4.39	4.81	0.42	3.084	0.002*	4.60

To clarify, table 4 and figure 5 presented the mean score in three motivation dimensions of the L2MSS by gender.
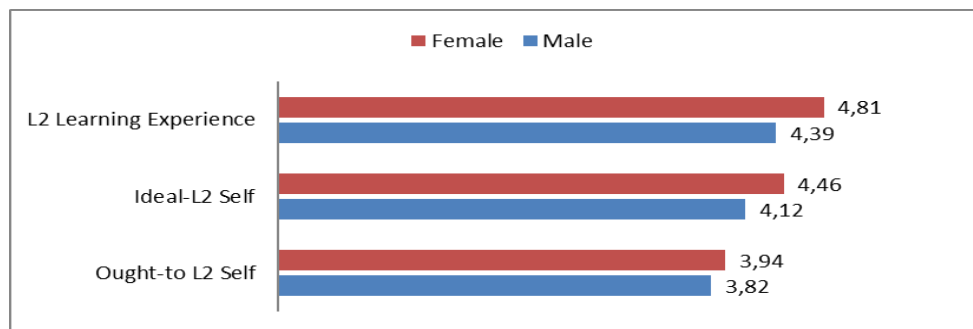

Figure 2. *Three Dimensions of the L2 Motivational Self System by Gender*

The analysis revealed differences in all mean scores, but only two dimensions exhibited statistically significant differences (see Table 4): L2 Learning Experience (p = 0.002) and Ideal L2 Self (p = 0.006), as indicated by significance values (p) < 0.05. Conversely, the Ought-to L2 Self dimension (p = 0.327) showed no significant difference. Therefore, while all dimensions demonstrated variations, only two showed statistically significant differences. Tables 5 and 6 provide the detailed results of the correlation analysis (t-test).

Table 5. *Analysis of Gender Differences in Student Motivation*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Student's Motivation	Female	109	4.40	.737	.071
	Male	84	4.10	.818	.089

The analysis of motivation by gender, as shown in Table 5, indicated that female students exhibited higher motivation than male students in L2 Learning. This finding suggests that gender significantly influences motivation levels in language learning.

Table 6. *Independent sample test for comparison of students' motivation by gender*

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances assumed	1.162	0.282	2.688	191	0.008	0.302	0.112	0.080	0.523

Tables 5 and 6 present the t-test results (SPSS computation) comparing the motivation levels of female and male students. The mean scores differed, with female students (M = 4.40) having a higher mean than male students (M = 4.10), resulting in a mean difference of 0.302. Furthermore, the t-test indicated a statistically significant difference, t=2.688, p=0.008. These findings confirm that gender significantly influences motivation levels in language learning.

A gender-based assessment of L2 motivation revealed a significant difference between female and male students, with female students consistently assigning higher mean scores to all motivational components. These findings align with numerous previous studies on gender and motivation in foreign language learning. For example, You and Dörnyei (2016) found that female students outperformed their male counterparts in EFL motivation among secondary and university students. Similarly, Bećirović's (2017) study of 185 primary and secondary school students in Sarajevo, Bosnia, and Herzegovina, confirmed a significant correlation between gender and motivation, with female students displaying higher levels of motivation. Earlier studies have also demonstrated that women are generally more motivated than men to study English (Gardner & Lambert, 1972; Gardner & Smythe, 1975; Dörnyei et al., 2006; Mori & Gobel, 2006).

According to the L2MSS, gender and self-psychology (Ideal L2 Self and Ought-to L2 Self) are closely related. The findings suggest that female students possess greater linguistic aptitude, making them more self-motivated to learn English. Heinzmann's (2009) research supports this, showing that female students enjoyed listening to and speaking English more than male students, who had to exert more effort in these areas. Nikitina and Furuoka (2007) further reinforced this perspective, observing that male students excelled in mathematics and science, while female students demonstrated superior language-learning abilities.

The current and prior research collectively indicates that female students are generally more motivated than male students, often enjoying English lessons more. However, while this study shows that female students exhibit higher motivation levels for learning a foreign language, it does not imply that gender is the sole determinant of student motivation.

Students' Motivation by School Accreditation

The students' motivation was analyzed based on school accreditation, with 96 students from A-accredited schools and 97 students from B-accredited schools. The data revealed differing motivation

scores between the two groups. For A-accredited schools, the scores ranged from 3.69 (Ought-to L2 Self) to 4.73 (L2 Learning Experience), while for B-accredited schools, the range was 3.64 (Ought-to L2 Self) to 4.53 (L2 Learning Experience). The differences in mean scores for each motivation dimension are detailed in Table 7 and illustrated in Figure 4.

Table 7. *Motivation Dimensions by School Accreditation*

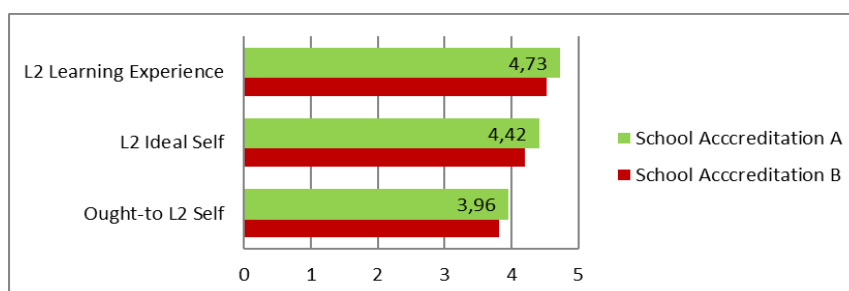| L2MSS Dimension	School Accreditation A	School Accreditation B	Mean Difference	t-value	Sig. (2-tailed)	Mean
Ideal-L2 Self	4.42	4.20	0.22	1.711	0.089	4.43
Ought-to L2 Self	3.96	3.81	0.15	1.214	0.226	3.62
L2 Learning Experience	4.73	4.53	0.20	1.428	0.155	4.55

Figure 3. *Motivation Dimensions by School Accreditation*

Based on Table 7 and Figure 3, students from A-accredited schools achieved higher mean scores than those from B-accredited schools. The highest mean scores were observed in the L2 Learning Experience dimension, with M=4.73 for A-accredited schools and M=4.53 for B-accredited schools. This was followed by the Ideal L2 Self dimension, with mean scores of M=4.42 for A-accredited schools and M=4.20 for B-accredited schools. The lowest averages were in the Ought-to L2 Self dimension, with M=3.96 for A-accredited schools and M=3.81 for B-accredited schools.

Moreover, none of the motivation dimensions showed statistically significant differences, as all p-values exceeded 0.05: Ideal L2 Self (p=0.089), L2 Learning Experience (p=0.115), and Ought-to L2 Self (p=0.226). In conclusion, Tables 8 and 9 present the t-test results for the correlation analysis.

Table 8. *Group Statistics for Comparison Students' Motivation by Gender*

	School Accreditation	N	Mean	Std. Deviation	Std. Error Mean
Student's Motivation	A	96	4.37	.644	.066
	B	97	4.16	.896	.091

Table 9. *Independent sample test for comparison of students' motivation by gender*

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal Variances not assumed	6.136	0.014	1.880	174.303	0.062	0.211	0.112	0.011	0.432

Tables 8 and 9 present the results of the SPSS-calculated t-test comparing students' motivation levels based on their school's accreditation. The average difference between the two groups was 0.302. For the two components, the analysis yielded t=1.880, p=0.062. Thus, students' motivation levels were similar regardless of school accreditation. In conclusion, school accreditation has not significantly influenced differences in motivation levels for language learning.

School accreditation evaluates the feasibility of educational programs and academic units based on criteria designed to ensure quality. The government, through the National Accreditation Agency, uses accreditation to monitor, analyze, and assess educational standards in schools. This assessment involves eight components: content standards, procedures, graduation competency, educators and staff, facilities and infrastructure, administration, financing, and educational evaluation (BAP-S/M Province of East Kalimantan, 2012). In this study, school accreditation is conceptualized as part of the learning environment.

When comparing A-accredited and B-accredited schools regarding L2 motivation, this study found no significant differences in students' motivation, with only one of the seven motivational components showing statistically significant variation. This result contrasts with other studies, such as You and Dörnyei (2016), who observed that the quality of the learning environment significantly impacted L2 learners' motivation, highlighting geographical disparities in motivation levels.

The absence of significant differences in motivation between students from A- and B-accredited schools is surprising, given the common association between accreditation and higher school quality. However, this phenomenon can be explained by two key factors:

1. *Student Perception of Accreditation*

   Students may not fully value school accreditation as a factor influencing their motivation. If students do not perceive a direct link between accreditation and their academic experiences or future opportunities, their motivation is unlikely to be affected. Research has shown that intrinsic motivation is generally more powerful than extrinsic factors (Thohir, 2017; Elizabeth & Ena, 2019; Erniyati & Saputra, 2022). This suggests that students' motivation is driven more by personal interests, goals, and the desire to succeed rather than external factors like school accreditation status.

2. *Accreditation and Engagement*

   Accreditation does not always lead to increased motivation or engagement. While accredited schools often provide better facilities and resources, these elements alone may not inspire motivation if students fail to see their relevance to their lives. Conversely, students in non-accredited schools may still exhibit high motivation if their personal passions and interests are nurtured. As Gazali et al. (2022) noted, factors such as material and personal needs, teacher knowledge and attitudes, and the challenges faced by educators often play a more significant role in shaping student motivation.

This study found that motivation levels among students from both A- and B-accredited schools were high, suggesting that accreditation had little impact on motivation. All private senior high schools in this study provided English instruction within a comprehensive framework for language development, reflecting the necessity of English proficiency for future careers. The high Ideal L2 Self scores indicate that students see themselves using English in their future endeavors, such as professional careers, regardless of their school's accreditation status.

While this study focused on Samarinda, the findings have broader implications for regions or countries where accreditation plays a similar role in educational assessment. Contrary to the assumption that accreditation improves student outcomes (The Council for Higher Education Accreditation, 2019; Alenezi et al., 2023), this study demonstrated that accreditation may not significantly influence intrinsic factors such as student motivation. This aligns with Cooper (2023), who argued that accreditation does not always guarantee improved student outcomes.

Based on the observed variations in student motivation between A- and B-accredited schools, the researchers concluded that accreditation does not strongly influence student motivation. This may be due to the close relationship between accreditation and infrastructure, which does not necessarily reflect students' satisfaction with their learning environment. These findings highlight the importance of focusing on intrinsic factors and personal engagement in shaping students' motivation to learn.

CONCLUSION

The conclusion summarizes the main findings and their implications in a concise manner. Avoid reiterating detailed results; instead, focus on broader takeaways and recommendations for future research. This section should be limited to 300 words and leave a strong impression on the reader. This research addressed disparities in L2 learner motivation by examining the three components of the L2 Motivational Self System (L2MSS). The findings revealed that students at private senior high schools in Samarinda were highly motivated to learn English (M=4.27). Among the three components of the L2MSS, L2 Learning Experience and Ideal L2 Self had the greatest impact, while the contribution of the Ought-to L2 Self was comparatively lower.

Regarding gender differences, both male and female students displayed enthusiasm for learning English, with mean scores of M=4.40 and M=4.10, respectively. This indicates that students of both genders recognized the importance of learning English. However, statistical analysis revealed a significant difference in motivation levels, with female students scoring higher than male students. Both genders exhibited the highest levels of motivation in the L2 Learning Experience and Ought-to L2 Self dimensions. Students from A-accredited (M=4.37) and B-accredited (M=4.16) schools were also strongly motivated to learn English. Nevertheless, statistical evidence demonstrated that school accreditation did not significantly influence students' motivation. These results suggest that accreditation is not a reliable predictor of L2 motivation. In this era of globalization, students from both types of institutions were aware of the critical importance of learning English for their future endeavors.

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