

## **Abstract**

Cultural differences have been observed for Deci and Ryan's Self-Determination Theory (1985), with the "paradoxically" high academic engagement and achievement displayed by East-Asian students resulting in questions about the applicability of the SDT to different cultural contexts. This research attempted to study the importance of cultural context on students' learning by comparing Hong Kong's West-oriented International Schools with mainstream Local Schools, in regards to Mathematics learning. 74 Primary 6 students currently studying in Hong Kong's International Schools (n = 38) and Local Schools (n = 36) were surveyed to compare their Perceived Teaching Styles, Academic Achievement, Autonomous and Controlled Motivation, and Overall School Engagement in Mathematics. Some cultural differences were found, such as International Schools' Teaching Style being significantly more autonomy-supportive than Local Schools, and International School students reporting higher Motivation and Engagement. No significant difference was seen between school types for Academic Achievement. Mediation analysis showed Teaching Styles to be a significant mediator between School Type and learning Motivation, while moderation analysis revealed School Types to be a nonsignificant moderator for Teaching Styles and outcomes of Engagement and Achievement.