

The Influence of Basic Psychological Needs Satisfaction on Primary School Pupils' Intentions to Continue Learning Calligraphy: The Mediating Role of Learning Motivation

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INTRODUCTION & AIM

Why this matters

Primary-school calligraphy education is gaining renewed attention as part of aesthetic education and cultural inheritance in China.

However, it is often positioned as an elective subject; teachers' backgrounds vary; pupils' motivation can be unstable; and meaningful outcomes depend on long-term engagement.

Marginalised as elective

Diverse teacher backgrounds

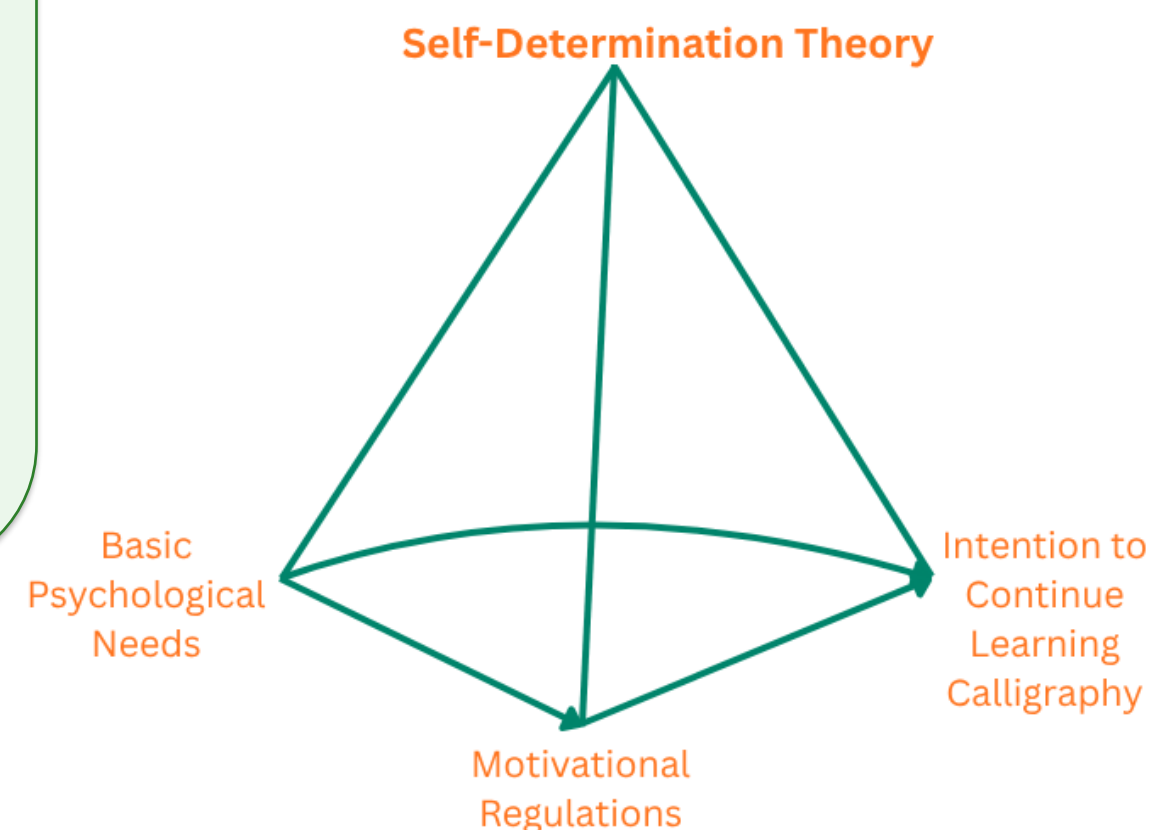
Unstable pupil motivation

Long-term engagement needed

Research aim

- To examine how satisfaction of pupils' basic psychological needs—autonomy, competence and relatedness—predicts their intention to continue learning calligraphy.
- To test whether this relationship is mediated by different motivational regulations in Self-Determination Theory.

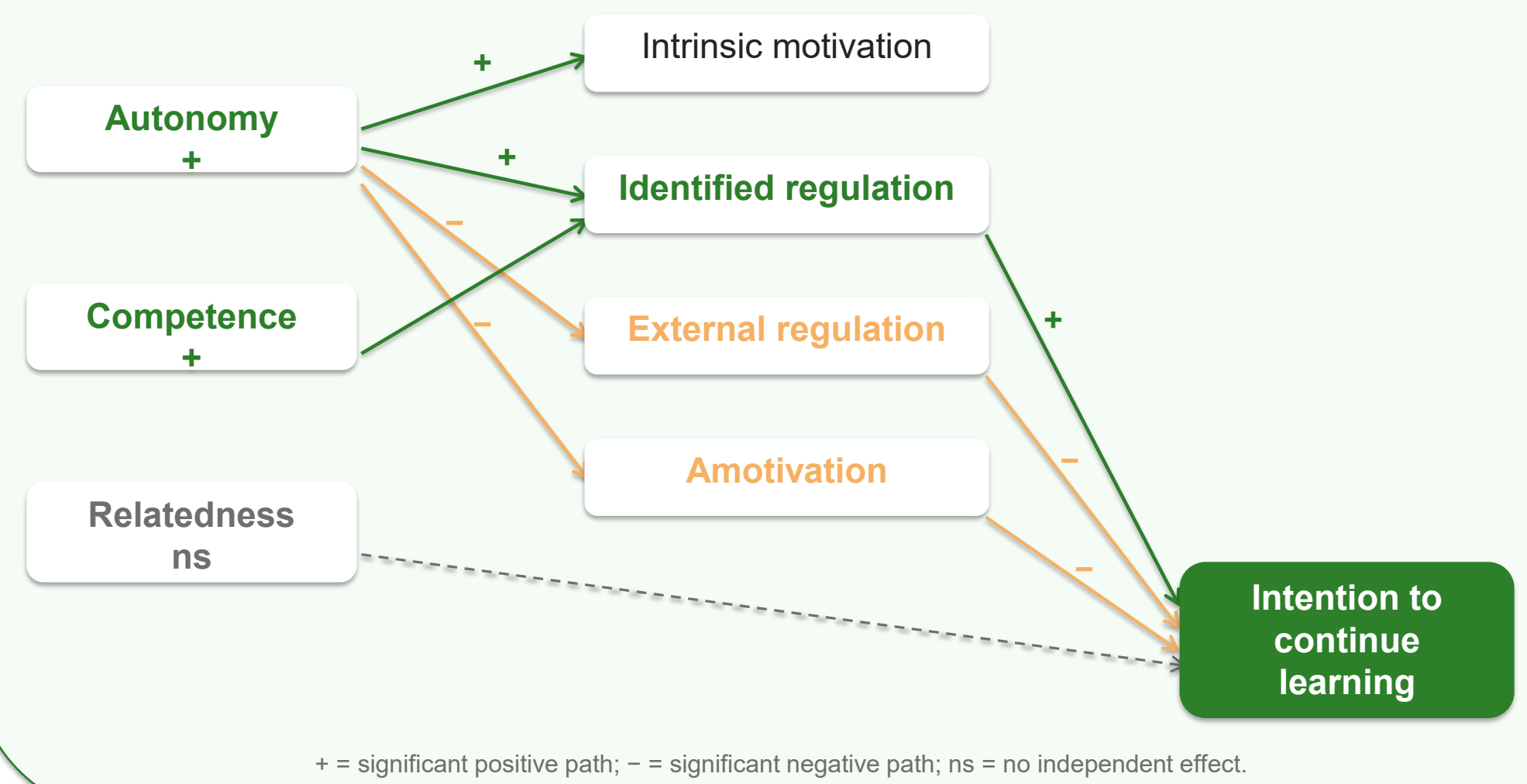
Core question: What motivational pathway helps pupils keep learning calligraphy?



Mediation pattern

Need satisfaction mainly strengthened continuation intention by enhancing identified regulation and reducing external regulation and amotivation.

Main structural pathways



METHOD

Participants

N = 531

- Grade 4–6 pupils
- Four primary schools
- Guangzhou, China

Measures

3 scales

- Basic needs in class
- Calligraphy motivation
- Continuation intention

Analyses

SEM

- Descriptive statistics
- Correlations
- Structural equation modelling

Self-Determination Theory model tested



Hypothesis: need satisfaction → motivational internalisation → stronger intention to continue learning calligraphy

RESULTS & DISCUSSION

Key finding: autonomy and competence were the strongest need-based predictors of pupils' willingness to continue learning calligraphy.

Direct effects

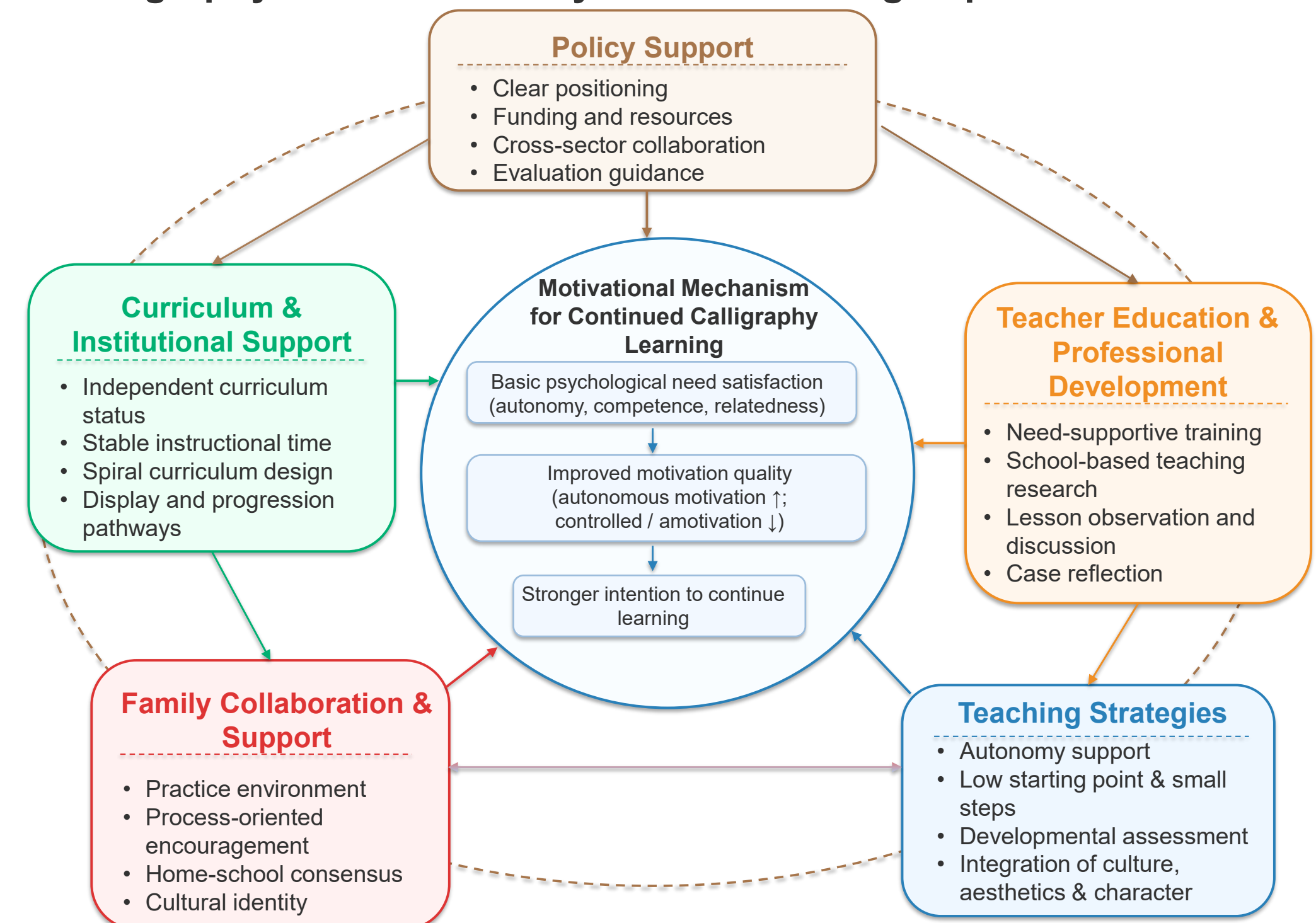
- Autonomy and competence satisfaction significantly and positively predicted continuation intention.
- Relatedness satisfaction showed no significant independent effect after the other needs were considered.

Motivational internalisation

- Autonomy satisfaction increased intrinsic motivation and identified regulation, while decreasing external regulation and amotivation.
- Competence satisfaction positively predicted identified regulation.

IMPLICATIONS

Calligraphy Education Ecosystem: Sustaining Pupils' Motivation



Implication: sustaining pupils' motivation requires coordinated support across policy, curriculum, teaching, classroom practice, and family contexts.

CONCLUSION

- These findings clarify SDT internalisation pathways in the distinctive context of Chinese calligraphy education.
- Need-supportive practices—especially those enhancing autonomy and competence—may sustain pupils' long-term engagement.

FUTURE WORK / REFERENCES

Future research could expand the sample for cross-regional, cross-stage, and cross-cultural comparisons; adopt longitudinal or intervention designs to test need-supportive instruction; and integrate data from pupils, teachers, classrooms, and families to examine how the broader calligraphy education ecosystem shapes children's learning motivation.