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Research Article

Influences of Calligraphy Education in Shenjiaying Primary School

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ABSTRACT

Calligraphy holds an important place in the life of Chinese people. Being a supreme form of art that keeps the Chinese culture, calligraphy is taught to young students. This study explores the impact of calligraphy education on the cognitive abilities, fine motor skills, and psychosocial skills of students in Shenjiaying Primary School. The study aims to evaluate the improvement effect of calligraphy education on students' memory, attention, hand-eye coordination, self-discipline, and cultural appreciation ability. This study employed purposive sampling, selecting three teachers, three students, and three parents from Shenjiaying Primary School in Huangshi City, Hubei Province as interview subjects under an exploratory case study design. A sample size of three participants per group ensures in-depth interviews, allowing for detailed collection of each participant's specific perceptions and feedback on calligraphy education. This approach avoids superficial information from large samples while meeting qualitative research requirements for "information saturation. Through thematic analysis, responses were collated then analyzed. The results indicate that calligraphy education significantly improves students' observation ability, memory, and hand-eye coordination, while enhancing their self-discipline and cultural identity. Based on these findings, a learning plan is proposed which aims at integrating calligraphy education more effectively into primary school curriculum to promote students' all-round development. The conclusion points out that calligraphy education is not only a cultivation of artistic skills, but also an important way to enhance students' cognitive and psychological qualities. Calligraphy education can be effectively integrated into primary school classrooms through grade-segmented teaching, interdisciplinary linkages, and home-school collaboration.

Keywords: Calligraphy education, Cognitive ability, Motor skills, Psychosocial development

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Introduction

Calligraphy education plays an important role in enhancing the cognitive skills, fine motor skills, and psychosocial skills of primary school students. This project mainly identifies the impact of calligraphy education on primary school students and develops a learning plan aimed at strengthening the integration of calligraphy education for primary school students. This study will help further implement the content of quality education, enabling primary school students to better learn and inherit excellent traditional Chinese culture, and gain more writing skills and psychological aesthetic skills from it. In the educational contexts of China and the West, the importance of calligraphy differs significantly. In China and some Asian countries, calligraphy serves as both a cultural carrier and a tool for self-cultivation: it carries the history of Chinese characters from oracle bone script to regular script, enabling students to understand the cultural connotations of characters like "ren" while practicing calligraphy, thereby fostering cultural identity. Its requirements for sitting posture and brush manipulation train hand-eye coordination and concentration, aligning with the traditional educational philosophy of "unity of body and mind." Additionally, it conveys virtues such as resilience and diligence through stories of ancient calligraphers, combining aesthetic and moral education values. The research content was obtained through interview and observation methods. Through observation and analysis of the acceptance and non-acceptance of calligraphy education among students in Shenjiaying Primary School, combined with existing research results, the author believes that calligraphy education plays an irreplaceable role in improving primary school students' writing skills, cultivating good study habits, and maintaining stable psychological abilities. Calligraphy education should be carried out at different levels and categories in primary school. The research of this topic can provide better reference and inspiration for the feasibility of carrying out calligraphy education in primary schools, help primary school students improve their cognitive and writing skills, promote mental health, develop patience and perseverance, and improve their learning outcomes in

this subject. The beneficiaries are elementary school students and families.

Literature Review

Since 2011, scholars have begun to study the impact of calligraphy education on primary school students. By entering keywords such as "calligraphy education, elementary school students, influence" into databases such as CNKI, there are a total of 29 relevant literature as of 2024. The research on the above academic achievements mainly reflects in the psychological effects of calligraphy education on primary school students, habit formation, personality shaping, cultural confidence, as well as strategies for primary school calligraphy education.

Research on the Impact of Calligraphy Education on the Psychological Effects of Primary School Students

Practicing calligraphy had a positive effect on three dimensions of emotional intelligence, namely emotional management, recognizing own's emotions, and recognizing the emotions of others, but there was no obvious effect on management of interpersonal relationship and self-motivation (Zhou, et al., 2021).

Bai, et al (2023) said the significance of calligraphy education in primary schools, and then use the psychological phenomena of primary school students as a guide to analyze some psychological characteristics in the process of calligraphy education and the psychological motivations of primary school students' calligraphy learning from a psychological perspective; And some common psychological effects of primary and secondary school students in the process of learning calligraphy, as well as the relationship between primary school students' psychology and calligraphy education. And it is believed that calligraphy education can bring positive emotions through: seeing things with the eyes and calligraphy; Emotional resonance and targeted calligraphy guidance; The integration of body and mind, the creation of a pleasant atmosphere through calligraphy, and other three aspects effectively alleviate the psychological crisis of primary school students and promote the improvement of their core literacy.

The influence of calligraphy education on cultivating habits, shaping personality, and enhancing cultural confidence in primary school students

Jiang (2017) mentioned that calligraphy education helps primary school students develop good study habits, behavioral qualities, and comprehensive literacy. Wan Li (2018) believes that calligraphy education can cultivate correct writing habits, develop orderly living habits, hone balanced learning habits, and enhance noble behavioral habits in primary school students. He Xiao (2018) constructed analytical standards from four aspects: cultural cognition, cultural emotion, cultural will, and cultural behavior, analyzed the impact of calligraphy training on cultural confidence in these four aspects, and conducted empirical research using survey and observation methods. According to Sun (2019), calligraphy education has a significant impact on the cultural learning of primary and secondary school students.

Research on the Strategy of Calligraphy Education in Primary Schools

Calligraphy education in primary schools requires joint implementation by schools, teachers, and parents (Ma, 2020). Primary school calligraphy education based on core literacy should be carried out through three strategies: "stimulating primary school students' enthusiasm for calligraphy learning, improving students' observation ability through different calligraphy arts, and making primary school students consciously accept cultural influence through calligraphy education" (Zhu, 2023). Liu (2021) master's thesis takes calligraphy education in a certain primary school as an example, and conducts comprehensive and in-depth research on the investment status, implementation process investigation, and calligraphy literacy survey results of primary school calligraphy education. This provides a good reference for the research of primary school calligraphy education

The above literature mainly reflects the psychological effects of calligraphy education on primary school students, habit formation, personality shaping, cultural confidence, as well as strategies for primary school calligraphy education. There is no research on the

impact of calligraphy on the cognitive ability, fine motor skills, and psychosocial skills of primary school students. Therefore, this article focuses on conducting in-depth research on the influence of calligraphy on the cognitive ability, fine motor skills, and psychosocial skills of primary school students

Theoretical / conceptual framework / research paradigm of research

The teaching strategy of theory and practice is based on a series of educational theories and methods, aiming to promote the integration of theoretical knowledge and practical application, improve students' comprehensive literacy and problem-solving ability. Mainly applied to the following theories:

Cognitive Development Theory

Jean Piaget's theory of cognitive development stages: Calligraphy practice promotes the development of students' specific computational abilities (7-11 years old) through observation, imitation, and repeated practice (such as memory of glyph structure and stroke order), including observation, memory, and problem-solving skills.

Information processing theory: Calligraphy learning requires students to continuously pay attention to details (such as stroke accuracy), strengthen the encoding and retrieval abilities of working memory and long-term memory, thereby improving learning efficiency (such as reciting ancient poems).

Motor Skill Development Theory

Fine motor skill theory: calligraphy exercises enhance the coordination of small muscle groups of the hand (such as hand eye coordination, wrist flexibility) through pen holding posture, stroke control and other training, and transfer to other activities (such as painting, Paper Cuttings).

Fitts & Posner's three-stage model: Students move from the cognitive stage of calligraphy practice (learning basic strokes) to the associative stage (proficiently controlling force), and ultimately reach the automation stage (fluent writing), reflecting the internalization process of skills.

Psychosocial Development Theory

Erik Erikson's "Diligence vs. Inferiority" Stage (6-12 years old): Calligraphy practice gains a sense of achievement through completing works, enhances students' confidence and perseverance, and avoids feelings of inferiority caused by failure.

Self-Regulation Theory: Calligraphy requires focus and emotional control (such as patiently correcting mistakes) to help students develop self-management skills and transfer them to daily learning and life.

Cultural Identity and Aesthetic Education Theory

Vygotsky's sociocultural theory: Calligraphy, as a carrier of traditional culture, cultivates students' cultural cognition and national identity through copying classic works and understanding the evolution of writing.

Aesthetic education theory: The beauty of structure and rhythm in calligraphy art (such as the "Eight Methods of Eternal Character") enhances students' aesthetic judgment, promotes emotional expression and creative development.

Idealism theory. Idealism emphasizes the comprehensive development of students in education, focusing on cultivating their creativity, critical thinking, and moral qualities. The influence of (John Locke, 1632-1704) on the comprehensive development of human beings is mainly to cultivate primary school students' love for excellent traditional Chinese culture, cultivate positive cultural confidence, and be influenced by high culture

Pragmatism theory. It is a philosophy and educational theory based on practical effects and practices. It believes that the value of knowledge and ideas lies in their practical application and effectiveness. Pragmatism emphasizes the acquisition of knowledge through experience and experimentation, and advocates that education should focus on cultivating students' ability to solve practical problems (William James, 1842-1910). Practicality and experientiality are mainly achieved through primary school students' practical operations, practicing writing, experiencing the charm of Chinese character culture, and stimulating learning interest

Significance

The significance of this research topic can be understood from the following two aspects.

Firstly, from a practical perspective, studying the influence of calligraphy on primary school students is beneficial for enhancing their cognitive skills, fine motor skills, and psychosocial skills.

Secondly, from a theoretical perspective, developing a study plan and strengthening the integration of calligraphy education are important ways to inherit the excellent culture of the Chinese nation and cultivate patriotism.

Research objectives

This research paper is based on the influence of calligraphy on students at Shenjiaying Primary School, with students, teachers, and parents as the research objects, to achieve the following research objectives:

- 1) To assess the impact of calligraphy education on students' cognitive skills, such as memory, attention, and problem-solving abilities;
- 2) To evaluate the influence of calligraphy education on students' fine motor skills, including hand-eye coordination and dexterity;
- 3) To investigate the effects of calligraphy education on students' psycho-social skills, particularly self-discipline, focus, and cultural appreciation; and
- 4) To develop a comprehensive learning plan that effectively integrates calligraphy education into the primary school curriculum to maximize its benefits for students' holistic development

This study investigated the influences of calligraphy education on students at Shenjiaying Primary School, focusing on cognitive abilities, fine motor skills, and psychosocial development. The research employed qualitative methods, including interviews with students, parents, and teachers, to evaluate the impact of calligraphy education. Key findings highlight improvements in memory, attention, hand-eye coordination, self-discipline, and cultural appreciation among students.

The article presents a comprehensive learning plan to integrate calligraphy education into the primary school curriculum, emphasizing diversified teaching methods, interdisciplinary approaches, and home-school collaboration. Ethical considerations, including participant confidentiality and voluntary participation, were strictly adhered to during the research process.

The conclusions aim to promote the holistic development of students through calligraphy education, advocating for its broader implementation in primary schools. The study contributes to the understanding of calligraphy's educational value and its role in cultural heritage preservation.

For further inquiries or detailed research results, please contact the author, Yan Liu, at the provided contact information.

This statement ensures the clarity of the scope, methodology, and ethical compliance of the article, while inviting participation in the research findings. If you need any modifications, please let me know!

Methods

Research design

Based on the research content of this study, the use of interview method is a prerequisite for empirical exploration in this research. Thus, this study adopted a qualitative descriptive research design by collecting qualitative data through interviews. Structured interview questions were prepared to answer the objectives.

Population of the Study

This study employed purposive sampling, selecting three teachers, three students, and three parents from Shenjiaying Primary School in Huangshi City, Hubei Province as interview subjects through an exploratory case study design. A cohort of three participants per group ensures in-depth interviews, allowing for detailed documentation of each participant's specific perceptions and feedback regarding calligraphy education. This approach avoids superficial information from large samples while meeting qualitative research requirements for "information saturation" (i.e., the sample size sufficiently covers core perspectives from all three groups, with additional samples unlikely

to yield new insights). This sample size was chosen to represent the impact of implementing and experiencing calligraphy on primary school students thus having a certain understanding of calligraphy. The inclusion criteria for teachers are as follows: they must be teachers at Shenjiaying Primary School and have more than one year of calligraphy education experience and must sign a written consent form and voluntarily participate in in-depth interviews. The exclusion criteria for teachers are administrative personnel who have not participated in calligraphy teaching or have served for less than one year.

The inclusion criteria for students are that they must be students of Shenjiaying Primary School and have at least one year of calligraphy education. They must sign a consent form and provide specific application examples. The exclusion criteria for students are primary school students who have not received calligraphy education. It is explicitly stated that the selection criteria for parents are parent representatives from Shenjiaying Primary School of students who have at least one year of calligraphy accompanying experience and can effectively provide feedback on students' views and needs for calligraphy education. Basic communication skills are required, and voluntary participation and signing of a consent form are mandatory. The exclusion criteria for parents include those who are not parents of students from Shenjiaying Elementary School, or parents who are unwilling to publicly provide feedback on their learning experience or withdraw midway. All participants in this study are volunteers and may withdraw at any time. The researcher clarified her intentions to the participants before the interview began, determined their willingness to spend time participating in the interview, and ensured that they could provide valuable data. The researcher provided them with a consent form, and if they agreed to participate in the interview, they would need to sign their names.

For the locale of the study, Shenjiaying Primary School is a key primary school in Huangshi City, Hubei Province, China. The school has 33 teaching classes and more than 1700 students, making great contributions to the education cause of Huangshi City.

Data collection tools

Guided by the objectives of the study and some readings of literature, an interview guide was prepared. Structured open-ended questions form the interview for consistency and justified responses. The questions are sequenced according to the objectives. A letter to the respondents is also attached on the first part to seek voluntary participation by the respondents. The tool was validated by the designated validator of the University of Baguio School of Teacher Education- Graduate School Office.

Data Gathering Procedures

The researcher first wrote a letter to the principal of Shenjiaying Primary School for the conduct of the interview with the teachers, parents, and students. After consent was obtained, a letter was sent to the respondents seeking their consent, their most available time, and the interview followed the principle of interviewee autonomy. The consent from parents of the students were obtained too.

The interviews with the students, parents and teachers were conducted on the first and second week of February 2025, mainly through online or offline methods such as WeChat, QQ, email, and face-to-face. During the interview, data privacy was considered. The researcher ensured that the interview environment was private and secure, so that no unauthorized individuals can overhear the conversation. Parents or teacher were requested to be with the student during the interview. The outline of interview questions for all participants was the same, and their answers were saved in text, audio, and other forms for organization and analysis.

Treatment of the Data

For each research objective, the interview process is closely tied to the participants' roles and the research questions, ensuring the specificity of data collection and the depth of analysis. For Objective 1, the impact of calligraphy education on students' cognitive skills such as memory, attention, and problem-solving abilities was evaluated. The study designed questions for three teachers, three parents, and three primary school students. Teachers were

asked about their influence in teaching practices, with a focus on micro-teaching perspectives, while parents were asked how they effectively support and promote their children's cognitive development, motor coordination, and emotional regulation. Finally, students were asked about how calligraphy improves memory, motor coordination, self-management, and cultural literacy. These responses were translated and coded into themes to ensure the analysis of calligraphy education's impact on cognitive skills such as memory, attention, and problem-solving abilities.

For objective 2 which is to evaluate the impact of calligraphy education on students' fine motor skills, including hand-eye coordination and dexterity, this was achieved through interviews with three teachers, three parents, and three students to assess the effect of calligraphy education on students' fine motor skills. Students focused on the transfer of calligraphy skills to other activities, parents on specific improvements in fine motor skills, and teachers on overall enhancements in basic motor abilities. These responses were translated and coded into themes, illustrating how teaching enhances students' overall skills and revealing how students achieve the transfer of calligraphy skills to other activities, forming a complete picture of mutual enlightenment among teachers, students, and parents.

Objective 3 involves collecting data through specific cases involving 3 teachers, 3 students, and 3 parents to study the impact of calligraphy education on students' psychosocial skills, particularly self-discipline, focus, and cultural appreciation. However, the questionnaires for students, parents, and teachers focus on self-awareness, family observations, and teaching effectiveness, respectively, all aiming to highlight the positive influence of calligraphy on psychological and behavioral development. These responses are translated and coded into themes to ensure the analysis of the impact of calligraphy education on students' psychological skills.

For objective 4 which is to develop a comprehensive learning plan to effectively integrate calligraphy education into primary school curricula, maximizing its benefits for students'

all-round development, interviews were conducted with three teachers, three parents, and three students. Each participant approached the topic from the perspectives of family guidance, teaching practice, and self-awareness, collectively focusing on how to enhance the effectiveness of calligraphy learning. These responses were translated and coded into themes, illustrating strategies for integrating calligraphy into primary school curricula.

The responses were analyzed by first converting all collected records into classified record files to facilitate the analysis of the interview questions. This step helped in understanding the interview situation for each topic and supported the subsequent analysis. The data was transcribed in English, and then encoded by highlighting the relevant portions of the text and organizing coding themes based on the interview outline. Meaningful coding was determined during this phase. Afterward, the codes were checked to identify patterns and generate themes. Each theme was defined and named by accurately clarifying its meaning and determining how it contributed to understanding the data. Finally, the analysis was documented, and corresponding conclusions were drawn for each question in the interview outline.

Ethical Considerations

During the research process, the researcher considered ethical issues such as anonymity, confidentiality, volunteer service, risk/harm avoidance, and dissemination of results. Therefore, participation in this study was entirely voluntary. The interviewees are elementary school students, teachers, and parents, and the interview followed the principle of interviewee autonomy. When selecting participants, the researcher first asked them if they were willing to

participate in the interview and assured them that no discriminatory factors such as gender, age, height, family background, and others shall be used; and that the interview will not affect the interviewee's life and teaching order. During the interview, the researcher communicated the interview time with the interviewees to avoid fatigue and boredom. Due to work and location reasons, most interviews were conducted online, through WeChat, QQ, email, and face-to-face. They were informed that if they feel uncomfortable, they can withdraw from the interview at any time without punishment. The participants were also informed in advance about the research project, research risks, and data confidentiality measures. During the process of disseminating research results, the collected data should be kept confidential and the privacy rights of participants should be protected. The copy of the reply will be carefully saved and will be deleted after one year. They will obtain the research results through publications. In addition, the researcher will disseminate the results of this research to the school community through research forums organized by the school, especially calligraphy education, to improve their professional or teaching level. The researcher will ensure that participants will not be harmed by their participation in the study, their identities will not be disclosed, and no clues leading to their identities will be provided. The participants in this study were only coded P1, P2, P3 for teachers, P4, P5, P6 for parents, and P7, P8, and P9 for students.

Results and Discussions

The responses from the participants were coded and thematized to answer the research objectives as presented in the following discussions.

The impact of calligraphy education on students' cognitive skills, such as memory, attention, and problem-solving abilities

Table 1. Impact of Calligraphy Education

Themes	Frequency	Key Phrases from Responses
Improvement of the ability of observation, expression and	5	P4 child's' pen holding posture; P9 has a certain impact on writing essays and being recite ancient poems and remem-

Themes	Frequency	Key Phrases from Responses
cultural cognition		ber them several times; my memory is better; P8After learning calligraphy, the observation ability is stronger; P5 Children's ability to observe and express themselves P6 clearer origin of some of the corresponding texts; a little understanding of calligraphy culture
Improvement of the memory of glyph and stroke order	4	P1: significant progress in the shape structure and stroke order; P2: some obvious progress P3: in ancient times, the stroke order was different from that of today. When I observed students to correct the mistakes in time, the next time students will not make similar mistakes when writing; P7 reflected in my writing

According to Table 1, the researcher found that the respondents improved in two main areas after learning calligraphy:

Observational, expressive, and cultural cognitive abilities. Ye (2015) mentioned that the opening of calligraphy education in the basic education stage is not only the basic skills and appreciation of calligraphy art, but also an important way to inherit the excellent culture of the Chinese nation and cultivate students' national feelings and patriotic feelings. Multiple respondents (P4, P5, P6, P8, P9) mentioned that their observational and expressive abilities improved after learning calligraphy. Most especially, P6 mentioned that a deeper understanding of calligraphy culture allows for a clearer understanding of the origin of the text. P9 points out that learning calligraphy is helpful for improving memory, especially in memorizing ancient poetry and prose. The continued learning of calligraphy for further knowledge and skills is aligned with Fitts & Posner's three-stage model.

Improvement in glyph and stroke memory. Respondents P1, P2, P3, and P7 mentioned that after learning calligraphy, they made significant progress in glyph structure and stroke order. P3 specifically points out that by learning ancient calligraphy, errors can be corrected in a timely manner and similar mistakes can be avoided in subsequent writing. This supports Vygotsky's sociocultural theory regarding since learning calligraphy is learning one's culture.

From the research results, it can be seen that calligraphy learning is not only a cultivation of artistic skills, but also an improvement of comprehensive abilities. Firstly, calligraphy requires learners to have meticulous observation skills in order to accurately imitate the shapes and strokes of characters. This improvement in observational ability can be transferred to other areas of learning, such as literature and art. Secondly, calligraphy learning emphasizes memory and repetitive practice, which helps to improve memory and concentration, as mentioned by P9 for the enhancement of memorization ability. In addition, as an important component of traditional Chinese culture, learning calligraphy can help enhance cultural awareness and identity. The deepening understanding of calligraphy culture mentioned by P6 reflects the role of calligraphy learning in cultural inheritance. The research findings suggest that calligraphy learning has significant value in contemporary education. It can not only enhance students' artistic literacy, but also bring comprehensive improvements in observation, expression, and memory. Findings from the study of Hsiao, et al. (2023) reveal that Chinese calligraphy handwriting stimulated the brain and improved cognition, psychological symptoms, and hand stability. Practicing calligraphy had a positive effect on three dimensions of emotional intelligence, namely emotional management, recognizing own's emotions, and recognizing the emotions of others, but there was no obvious effect on management of interpersonal relationship and self-motivation (Zhou, et al., 2021).

Educators can consider incorporating calligraphy into the curriculum as a means of cultivating students' comprehensive abilities. At the same time, calligraphy learning also contributes to cultural inheritance and enhances students' understanding and identification with traditional culture. In short, calligraphy learning has multiple educational values and is

worth promoting and applying in a wider range of educational fields. Xu (2013) mentioned that handwriting plays an important role in people's intelligence and memory development. Strengthening calligraphy education is the need to promote quality-oriented education. It is also the need to inherit the excellent traditional national culture.

The influence of calligraphy education on students' fine motor skills, including hand-eye coordination and dexterity

Table 2. A survey on the changes in students' hand muscle control, attention to detail, and hand-eye coordination abilities after calligraphy learning

Themes	Frequency	Key phrases from responses
Improvement of hand muscle control and dexterity	6	P1: improvement of hand muscle control, and dexterity P2: the students' writing force is light and heavy, thickness of the strokes has changed; Sitting posture and holding posture are more standard. P3: There is a significant improvement, but it is also a gradual improvement, not a sudden improvement, such as teaching students how to use it, how to experience the control ability of writing, and so on P5: child's writing posture has changed, the fineness of the strokes has also improved P4: the child gradually mastered the correct method of holding the pen, such as the thumb, index finger holding the pen, the middle finger in the lower light support, the pen and the paper is about 45 degrees Angle. P6: the control degree of strokes improves the most and improves quickly
Improvement of the degree of carefulness, concentration and comprehensive ability	3	P7: It is reflected in the writing composition P8: I will carefully observe the pen and structure of the font, which exercises my carefulness in the process of observation P9: By practicing Chinese calligraphy, I can write a lot of ancient poems and calm down when paper cutting
Improvement of hand-eye coordination	1	P1 hand-eye coordination

As shown in Table 2, learning calligraphy mainly improves primary school students in three aspects.

Improve control and flexibility of hand muscles. Multiple respondents (P1, P2, P3, P4, P5, P6) mentioned that after learning calligraphy, their hand muscle control and flexibility have significantly improved. P2 pointed out that students' writing intensity and stroke thickness have changed, and their sitting posture and posture are more standardized. P4

mentioned that the child gradually mastered the correct way of holding a pen, such as holding the pen with the thumb and index finger, supporting it with the middle finger, and making a 45-degree angle between the pen and paper.

Improve attentiveness, focus, and overall ability. calligraphy education helps primary school students develop good study habits, behavioral qualities, and comprehensive literacy (Jian , 2017). Pang (2003)

mentioned that as an important stage of students in his youth, calligraphy art education at this stage has important practical significance for cultivating students' aesthetic consciousness and creative concept, promoting their healthy growth of body and mind, and making their all-round development of morality, intelligence, physique and beauty. Respondents P7, P8, and P9 mentioned that calligraphy learning has improved their attentiveness and focus. S8 stated that the level of attention to detail has been exercised when observing font structure and strokes. P9 mentioned that through calligraphy practice, you can keep calm in activities such as paper cuttings.

Improving hand-eye coordination. The Song Dynasty (2021). said that "Writing is like a person", good writing habits cannot only exercise students' hand-eye coordination ability, but also make them "meditation, repair". P1 specifically mentioned that calligraphy learning has improved hand eye coordination.

From the research results, it can be seen that calligraphy learning has a significant improvement effect on students' physiological and psychological abilities. Firstly, calligraphy requires precise hand movements and posture control, which directly promotes the flexibility and control of hand muscles. This physiological improvement not only helps to master calligraphy skills, but also has a positive impact

on other fine motor activities such as painting and handicrafts.

Secondly, calligraphy learning emphasizes meticulousness and focus, which helps to improve students' level of attentiveness and concentration. The feedback from P8 and P9 indicates that calligraphy practice can cultivate students' patience and calmness in other activities, and the improvement of this psychological quality is of great significance for both learning and life.

The research findings suggest that calligraphy learning has important physiological and psychological developmental value in contemporary education. As one of the art education, calligraphy is closely related to people's physical and mental health. It not only enhances students' writing skills, but also brings comprehensive improvements in fine motor control, concentration, and attention to detail. Shen (2024) mentioned that the content system of calligraphy teaching includes three parts: appreciation, skills and knowledge, which respectively represent the practical activity of "eyes" and "hand" and the brain activity of "thinking". Among these three, "eye" is of course the first, that is to say, when learning calligraphy, the ability to observe is very important. Educators can consider incorporating calligraphy into the curriculum as a means of cultivating students' comprehensive abilities.

The effects of calligraphy education on students' psycho-social skills, particularly self-discipline, focus, and cultural appreciation

Table 3. A survey on the improvement of self-management, pride and achievement, and cultural appreciation ability through calligraphy learning

Themes	Frequency	Key phrases from responses
Improvement of self-management such as on emotion, discipline and concentration	5	P4 emotion management and self-control ability is not only reflected in calligraphy practice, but also reflected in other aspects of children's daily life P5 can sit still, and the writing attitude is also much more serious than before P6 improve children's concentration, which can be positively correlated with emotion and control P7, I can sit quietly for a long time when I am writing calligraphy; can read better P9 can calm down since the brush practice, treat things, getting better and better

Themes	Frequency	Key phrases from responses
Enhancement of the sense of pride and achievement	4	P1 usually show a clear sense of pride and accomplishment after completing their calligraphy works. P2 When students 'calligraphy works are displayed in public places, students' sense of achievement will be stronger. P3 When students write happy works, their mood is very happy. P8 makes my heart calmer, but also can write good, get encouragement, feel a sense of achievement.
Improvement of self-discipline and cultural appreciation ability	2	P8 improves the ability of cultural appreciation, appreciates traditional aesthetics, and knows how to distinguish beauty from ugliness P9 After learning calligraphy, I have more ancient poetry than other students in class, and fell in love with Chinese class, more love to appreciate ancient poetry

Based on Table 3, after learning calligraphy, it mainly affects elementary school students in the following aspects

Improving self-management ability. Calligraphy learning is a required course for every child. It can make children calm, self-disciplined, improve ability and enhance cultural understanding, so as to improve children's academic performance and affect their lifelong development (Yang, 2020) Multiple respondents (P4, P5, P6, P7, P9) mentioned that learning calligraphy can help improve emotional management, self-control, and focus which supports self-regulation theory. P4 points out that this ability is not only reflected in calligraphy practice, but also in other aspects of daily life. P7 indicates that being able to sit quietly for longer periods of time also improves reading ability.

Enhance pride and sense of achievement. Li (2018) mentioned that correct calligraphy teaching methods and rich teaching forms cannot only better help students improve their personal accomplishment, but also enhance national pride. In the long run, it can help to cultivate students 'good moral character and strong will, so as to cultivate students' "feelings of home and country. P1, P2, P3, and P8 mentioned that after completing calligraphy works, they will feel a significant sense of pride and achievement. P2 specifically points out that when works are displayed in public places, the

sense of achievement is stronger. P8 states that calligraphy helps to calm the mind and also provides encouragement and a sense of achievement through writing good works. Similarly, Yue, et al. (2025) found in their study that calligraphy practice increased athletes' general self-efficacy and sport state confidence while Wang and Tang (2024) found that a regular calligraphy activity has a significant positive correlation between peace of mind/stress self-management and perceived health status.

Improve self-discipline and cultural appreciation ability. Xu (2011) mentioned that cultivating teenagers 'calligraphy appreciation ability cannot only arouse teenagers' interest in calligraphy art, arouse and develop their potential aesthetic needs, but also cultivate their calligraphy art appreciation ability, so that teenagers form a correct aesthetic concept of calligraphy P8 and P9 mentioned that calligraphy learning enhances cultural appreciation ability, strengthens understanding and discernment of traditional aesthetics. P9 indicates that after learning calligraphy, there is an increased interest in ancient poetry and a preference for appreciating ancient culture.

From the research results, it can be seen that calligraphy learning has a significant impact on students' self-management ability and emotional regulation. Calligraphy practice promotes children's emotions and their regulation

strategies (Zhou, et al, 2013). Calligraphy practice requires a high degree of focus and discipline, which helps students better manage their emotions and behaviors in daily life.

Calligraphy learning also promotes students' understanding and appreciation of traditional culture. Through calligraphy, students not only master writing skills, but also gain a deep understanding of ancient poetry and aesthetics. The improvement of this cultural literacy is of great significance for the comprehensive development of students. Primary school calligraphy education is the foundation of national education. The cultivation of calligraphy skills and the improvement of calligraphy appreciation level through calligraphy ed-

ucation is an effective way to inherit the excellent traditional national culture and carry forward Chinese civilization, and also an important measure to improve students' writing ability and cultivate their sentiment. The research findings suggest that calligraphy learning holds significant psychological and cultural value in contemporary education. It can not only enhance students' self-management and emotional regulation abilities, but also strengthen their cultural identity and pride. Based on the study of Chen, et al. (2025), calligraphy, as a symbol of cultural identity, plays a key role in shaping national cohesion, expressing social identity and transmitting cultural values.

A learning plan that integrates calligraphy education into the primary school curriculum to maximize its benefits for students' holistic development

Table 4. Comprehensive Learning plan

Influences of calligraphy course in the cognitive ability of students	Teaching methods and strategies to make calligraphy education more effective	Topics	Resources	Time frame
<p>1. They improve their observation ability by paying close attention to character shapes and strokes, which can be transferred to other learning fields such as literature and art.</p> <p>2. Calligraphy practice can improve memory and attention, and help remember ancient poems and other texts. It cultivates cultural awareness and identity by deepening students' understanding of traditional Chinese culture. Overall, calligraphy not only cultivates artistic skills, but also enhances observation, memory, and cultural appreciation, making</p>	<p>1) Using multimedia tools such as videos and animations to demonstrate techniques has increased students' interest and enhanced their observational skills in literature and art (S1, S3).</p> <p>2. Adopting positive evaluation methods, involving families and society, encouraging progress, and cultivating motivation and memory (S2).</p> <p>3. Teachers provide practical demonstrations, use technology for interactive learning, and help with attention and cultural understanding (S3).</p> <p>4. Parents, as supporters, provide encouragement and resources to create a favorable environment for practice and cultural appreciation (S4).</p>	<p>1. Calligraphy Competition and Exhibition</p> <p>2 Parent Child Calligraphy Workshops</p> <p>3 Calligraphy and Technology Integration Activities</p> <p>4 Calligraphy and Interdisciplinary Integration Activities</p>	<p>Elementary school students, parents, teachers, and some calligraphy professionals</p>	<p>Day 1: Fundamentals of Calligraphy and Cultural Cognition</p> <p>Time: 1 hour</p> <p>Content: Introduction to Calligraphy (15 minutes) Basic Stroke Practice (30 minutes) Cultural Story Sharing (15 minutes)</p> <p>Day 2: Calligraphy and Observation Training</p> <p>Time: 1 hour</p> <p>Content: Character observation and imitation (20 minutes) Copy Practice (30 minutes) Interactive game (10 minutes)</p> <p>Day 3: Calligraphy and Memory Training</p>

Influences of calligraphy course in the cognitive ability of students	Teaching methods and strategies to make calligraphy education more effective	Topics	Resources	Time frame
it a valuable supplement to primary education.	<p>5. Parents participate as co learners to enhance memory and interest through shared learning (S5).</p> <p>6. Teachers and parents guide and motivate students to maintain long-term interest, cultivate observation skills, memory, and cultural identity (S6).</p>			<p>Time: 1 hour Content: Writing Ancient Poetry (30 minutes) Memory Challenge (20 minutes) Day 4: Calligraphy and Artistic Expression</p> <p>Time: 1 hour Content: Creative Calligraphy Design (30 minutes) Combining calligraphy and painting (20 minutes) Exhibition and Sharing of Works (10 minutes) Day 5: Calligraphy and Cultural Inheritance</p> <p>Time: 1 hour Content: Calligraphy and Traditional Festivals (20 minutes) Calligraphy and the Evolution of Chinese Characters (20 minutes)</p>

Based on the plan, it is believed that calligraphy courses have multiple positive effects on students' cognitive abilities. Firstly, calligraphy practice can enhance students' observation ability. By carefully observing the shapes and strokes of characters, students can transfer this ability to other learning fields such as literature and art. Secondly, calligraphy practice helps improve memory and attention, helping students better memorize ancient poems and other texts. In addition, calligraphy courses deepen students' understanding of traditional culture, cultivate their cultural awareness and identity. Gao (2024) confirmed that calligraphy

art not only enhances students' artistic perception and expressiveness but also promotes the comprehensive development of their overall literacy. Calligraphy cannot only improve writing skills, but also improve aesthetic perception, enhance aesthetic judgment, and aesthetic imagination (Tong, 2024). The art of calligraphy cannot only strengthen the cultural accomplishment, cultivate the concentration and endurance, and improve the aesthetic appreciation ability, but also promote the emotional expression of calligraphy. The art of calligraphy conveys the aesthetic concept and emotional world of calligraphers with special lines and

structures. Researchers believe that teaching methods and strategies are also worth paying attention to. Using multimedia tools such as videos and animations to showcase calligraphy skills can effectively enhance students' interest and observation abilities. Meanwhile, adopting positive evaluation methods and encouraging the participation of families and society can help enhance students' learning motivation and memory. Teachers have further enhanced students' attention and cultural understanding by providing practical demonstrations and utilizing technology for interactive learning. The participation of parents as supporters provides encouragement and resources, creating a good environment for practice and cultural appreciation. The program is comprehensive for the following reasons: 1. Diversified teaching methods: multimedia tools, and the learning needs of different students are met through positive evaluation, and home-school cooperation. 2. Interdisciplinary integration: Combine calligraphy with other disciplines (such as technology, literature and art) to enhance the interest and practicality of learning. 3. Home-school cooperation: Parents participation not only provides resource support, but also enhances students learning motivation and memory. 4. Cultural inheritance: Through calligraphy education, students not only master writing skills, but also deepen their understanding and identification of traditional culture.

Researchers have found that calligraphy courses are not only a cultivation of artistic skills, but also a comprehensive improvement of cognitive abilities. Through calligraphy practice, students cannot only improve their observation skills, memory, and attention, but also deepen their understanding of traditional culture and enhance their sense of cultural identity. Calligraphy art is the core part of the excellent traditional culture of the Chinese nation, which interprets the national spirit of unremitting self-improvement and humility. (Huang, 2022) This multidimensional educational approach makes calligraphy courses an indispensable supplement to primary education. Future educational practices can further explore how to combine calligraphy with other disciplines to maximize its educational value.

Conclusions

Calligraphy education enhances cognitive abilities and targets specific skills. Meticulous stroke imitation and repeated practice strengthen students' observation and memory. Additionally, the focus and self-control required to maintain consistent brushwork foster discipline—directly supporting the development of good study habits—and enhance emotional management.

Beyond mastering writing techniques, calligraphy learning deepens students' connection to traditional culture. Analyzing the historical evolution of characters and understanding the cultural connotations of works by ancient calligraphers help students internalize cultural values, thereby strengthening their cultural identity and confidence.

Calligraphy practice significantly improves students' fine motor skills in measurable ways. It enhances hand muscle control, standardizes writing postures and refines hand-eye coordination.

To maximize the above benefits, calligraphy education should be integrated into primary school curricula through structured, context-specific strategies. One is the

Grade-Segmented Teaching. Here, for Grades 1 to 2, focus on basic brush-holding and simple character writing to build fine motor foundations; for upper grades (Grades 3–6), incorporate cultural elements (e.g., linking calligraphy to classical poetry lessons) to deepen cultural understanding.

Interdisciplinary Linkages: Embed calligraphy into Chinese language classes (e.g., practicing characters from textbook passages) and art classes (e.g., comparing calligraphy styles to traditional painting), avoiding isolated "add-on" lessons.

Home-School Collaboration: Provide parents with simple calligraphy practice guides (e.g., 10-minute daily character exercises) and organize quarterly "parent-student calligraphy workshops" to align home support with in-school learning, ensuring consistent practice and reinforcement.

Acknowledgment

I would like to express my deepest gratitude to all those who participated in the

completion of this research. Firstly, I would like to express my sincere gratitude to the participating units, Shenjiaying Primary School and University of Baguio, for their support of this research. I would also like to thank the teachers, parents, and students of Shenjiaying Primary School for their enthusiastic participation and valuable insights, which are crucial for the success of this study. Their willingness to share their experiences and perspectives laid the foundation for this research. I am also very grateful to the principal and staff of Shenjiaying Primary School for their support and cooperation in facilitating the interview and data collection process. Their assistance helps ensure the smooth execution of this research. Finally, I would like to express my special thanks to my supervisor Professor Marivic Mutong. Throughout the entire process of writing my paper, you have always provided me with meticulous guidance with a rigorous academic attitude, professional insight, and great patience. Your profound knowledge and humble teaching style will become a role model for me in my future academic and career path!

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Appendix 1 **Interview Guide**

Appendix:

Interview questionnaire on the influence of calligraphy on primary school students

Objective 1:

Teachers : Have you observed significant progress in students' memory of character shapes and stroke order in calligraphy courses? Please provide examples to illustrate.

Parent: What observations and experiences can you share during the process of accompanying children to learn calligraphy, to illustrate the impact of calligraphy practice on children's cognitive abilities?

Student: Do you think calligraphy practice has an impact on your memory ability? Please explain.

Objective 2:

Teacher: Have you observed significant improvement in hand muscle control and hand-eye coordination and dexterity among students during calligraphy practice?

Parents: During calligraphy practice, what fine motor skills have you observed in your child that have improved? Please specify (such as pen holding posture, stroke accuracy, etc.).

Student: Does your progress in calligraphy practice reflect in other activities that require fine motor skills? Please give examples (such as writing, painting, Paper Cuttings, etc.).

Objective 3:

Teacher: Do students show a sense of pride and achievement after completing their calligraphy works? Please provide specific explanations.

Parents: Have you observed that your child exhibits enhanced emotional management and self-control during calligraphy practice? Please provide specific explanations.

Student: Have you noticed improvements in your self-discipline, psycho-social skill, and cultural appreciation as a result of practicing calligraphy? Please explain.

Objective 4:

Teacher: What teaching methods and strategies do you think should be adopted to make calligraphy education more effective? Please provide specific explanations.

Parents: What role do you think parents should play in their children's calligraphy learning process? Please provide specific explanations.

Appendix 2
LETTER TO THE PRINCIPAL

August 14, 2024

Zhang Li, Professor.
Principal
Shenjiaying Primary School, Huangshi City
Huangshi City

Dear Sir

Greetings!

The signatory is currently conducting a study titled "Influences of Calligraphy education among primary schools in Shenjiaying Primary School".

Regarding this matter, the undersigned humbly requests your mediation to allow participants in the study, including teachers, students, and parents, to voluntarily accept interviews and begin collecting data.

Please rest assured that research ethics will be strictly followed during the research process. The responses from the interviewees will be handled in the most cautious, confidential, and anonymous manner possible. They can withdraw from the interview at any time; They have no economic responsibility; The results will be disseminated through publications. You will send them a link for reference.

Thank you very much and I hope to receive your positive response.

God bless and grant more strength.

Respectfully yours,

Elena(LiuYan)

Appendix 3 Consent from the Principal

 UNIVERSITY Baguio	Research and Development Center	UBRDC- RGR Doc No. 21	Version Number: 01	Version Date: 08-01-2019
	RESPONSIBLE CONDUCT OF RESEARCH	Effectivity Date: 08-01-19	Page 3 of 2	
		INFORMED CONSENT FORM		

CERTIFICATE OF CONSENT

I have been invited to participate in a study about Influences of Calligraphy education among primary schools in Shenjiaying Primary School. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.



Print Name of Participant: _____



Signature of Participant: _____ Zhang Li _____

Date: _____ 2025.2.1 _____

Day/Month/Year

I have read and fully understood the information above

Signature of Participant: _____

CONSENT FORM

Dear respondents:

Please read following before signing the assent form:

Primary Investigator: Elena(LiuYan) _____

Co-investigator and members: Marivic Mutong _____

INSTITUTIONAL AFFILIATION: University of Baguio _____

NAME OF PROJECT: Research Article _____

INTRODUCTION: You are invited to participate in research study on **Influences of Calligraphy education among primary schools in Shenjiaying Primary School**

You will be asked to answer some questions which takes about 20 minutes to answer. Indication of your names will be optional but a tracking number is placed in each questionnaire. You don't have to decide today where or not you will participate in the research. For any questions or concerns regarding this research, please feel free to contact the researcher _____

Elena(LiuYan) _____, 09690275363 _____

(Name of Lead Researcher) (Contact Number)

PURPOSE OF THE RESEARCH: To assess the impact of calligraphy education on students' cognitive skills, such as memory, attention, and problem-solving abilities; to evaluate the influence of calligraphy education on students' fine motor skills, including hand-eye coordination and dexterity; to investigate the effects of calligraphy education on students' psycho-social skills, particularly self-discipline, focus, and cultural appreciation; and to develop a comprehensive learning plan that effectively integrates calligraphy education into the primary school curriculum to maximize its benefits for students' holistic development

TYPE OF THE RESEARCH INTERVENTION: In this research, you will be asked to answer a questionnaire regarding Influences of Calligraphy education among primary schools in Shenjiaying Primary

PARTICIPANT SELECTION: You are being invited to take part in this study because we believe that you can contribute to the Influences of Calligraphy education among primary schools in Shenjiaying Primary School

You will be randomly selected via fish bowl method.

VOLUNTARY PARTICIPATION: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The results of this research study may be presented at scientific or professional meetings or published in scientific journals. However, your identity will not be disclosed

PROCEDURES:

A. The researchers will ask you to participate in their study. If you accept, you will be answering questions in relation to calligraphy.

B. You will be asked to answer some questions which will be provided and collected by the researcher. If you do not wish to answer, you may skip them and move on the next question, the researchers will not force you to completely answer the questionnaire. The information which will be gathered from this research will be kept confidential, indicating your name will be optional but a tracking number will be printed on the questionnaire to identify you. No one else except the researchers will have access to your questionnaire and its content.

RISK OR DISCOMFORTS OF PARTICIPATING: There are no foreseeable risks in participating in this interview. The benefit which may reasonably be expected to result from this survey is the identification. Your decision of whether or not to participate in this study will also not affect your study.

BENEFITS OF PARTICIPATING: The interview itself may not be able to give you any direct benefits now. Since this interview involves the development of a comprehensive program that will strengthen calligraphy education to improve the comprehensive quality of primary school students, although it may not be very beneficial for you now, may be beneficial for primary school students in the future and may also be beneficial for the development of the school

TIME INVOLVEMENT: Your participation in interview will take approximately 15-20 minutes.

PAYMENTS: You will not receive any amount as payment for your participation but your participation will help in improving the comprehensive development of elementary school students' cognitive abilities, social and psychological skills, fine motor skills, and more and in the successful planning and implementation program for student with these problems.

CONFIDENTIALITY: We assure you that the data gathered from you will remain confidential. Any individual information will be kept secret unless you would like me to tell someone else (i.e. My workplace or colleagues).

ANONYMITY: Please be assured that your identity will remain anonymous. I will not be using your name in any of the documents I will be getting from you; rather, I will be giving a number code that will represent you.

SHARING THE RESULTS: Nothing that will be indicated in the reviews will be shared with anybody outside the research team, and nothing will be attributed to you by name. The data that we will gather from this research will be shared to you. Each participant will receive a summary of the results.

RIGHT TO REFUSE OR WITHDRAW: Choosing to participate in this research is your discretion. You may stop taking part in the completion of the questionnaire any time that you wish. You have the right to withdraw from participating anytime that you don't feel comfortable.

WHO TO CONTACT: Principal of Shenjiaying Primary School in Huangshi City

CONTACT INFORMATION: 18872191791

Questions, Concerns or Complaints: If you have any questions, concerns or complaints about this research study, its procedures, risks and benefits, you should ask the Research Promoter, Elena(LiuYan). You may contact her now or later at 09690275363.

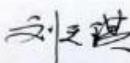
This proposal has been reviewed and approved by the University of Baguio – Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find more about the University of Baguio – Research Ethics Committee, contact Dr. Donnavila Panday, Director of Research and Development Center, 442-4915 loc 232.

Sample Certificate of Consent signed by Student and Parent

 UNIVERSITY Bag	Research and Development Center	UDRUS RCR Doc No. 21	Version Number 01	Version Date: 08-01-2019
RESPONSIBLE CONDUCT OF RESEARCH				
		Effectivity Date: 08-01-19	Page 3 of 2	
INFORMED CONSENT FORM				

CERTIFICATE OF CONSENT

I have been invited to participate in a study about Influences of Calligraphy education among primary schools in Shenjiaying Primary School I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions. I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.



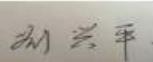
Print Name of Participant: _____

Signature of Participant: Liu tian gi _____

Date: 2025.2.4 _____

Day/Month/Year

I have read and fully understood the information above



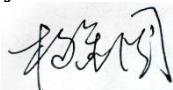
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Date: 2025.2.4 _____

Day/Month/Year

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Print Name of Participant: _____

Signature of Participant: Yang jin guo _____

Date: 2025.2.3 _____

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: 王莉莉

Signature of Participant: Wang li li

Date: 2025.2.4

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: 童斌

Signature of Participant: Tong bin

Date: 2025.2.4

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: 向斌

Signature of Participant: Xiang bin

Date: 2025.2.4

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: _____

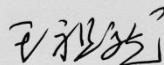
Signature of Participant: Xiong tao _____

Date: ___2025.2.4_____

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: _____

Signature of Participant: Wang zu ran _____

Date: ___2025.2.4_____

Day/Month/Year

I have read and fully understood the information above

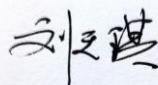
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Date: _____

Day/Month/Year

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Print Name of Participant: _____

Signature of Participant: Liu tian qi _____

Date: ___2025.2.4_____

Day/Month/Year

I have read and fully understood the information above

Signature of Participant: _____

Date: _____

Day/Month/Year

CERTIFICATE OF CONSENT

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Print Name of Participant: 吴永斌

Signature of Participant: Wu yong bin

Date: 2025.2.4

Day/Month/Year

I have read and fully understood the information above

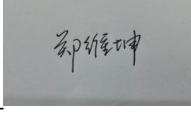
Signature of Participant: _____

Date: _____

Day/Month/Year

CERTIFICATE OF CONSENT

I have been invited to participate in a study about Influences of Calligraphy education among primary schools in Shenjiaying Primary School. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions. I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.



Print Name of Participant: 郑伟坤

Signature of Participant: Zheng wei kun

Date: 2025.2.4

Day/Month/Year

I have read and fully understood the information above

Signature of Participant: _____

Date: _____

Day/Month/Year

Appendix 4

A Letter for Sharing Research Results to Participants

Dear Participants,

I sincerely appreciate your valuable contribution to the research conducted at Shenjiaying Primary School in Huangshi City. Your insights as a teacher, parent, and student are crucial for exploring the impact of calligraphy on elementary school students. I am pleased to share my main findings and thank you for your participation.

Through in-depth interviews with you and other participants, The results show that calligraphy education can improve students' observation ability, memory, attention, enhance hand eye coordination, self-management ability, and cultural identity.

In terms of cognitive ability, calligraphy practice utilizes meticulous stroke imitation and repeated practice to enhance students' observation and memory abilities, especially in the memory of ancient poetry. At the same time, calligraphy learning that emphasizes focus and self-control helps students develop good study habits and enhance their emotional management abilities. From a cultural perspective, students learning calligraphy not only master writing skills, but also deepen their understanding of traditional culture and enhance cultural confidence.

Calligraphy education also significantly improves students' fine motor skills. Through calligraphy practice, students' hand muscle control ability is enhanced, writing posture is more standardized, hand eye coordination ability is improved, and this ability can be transferred to activities such as painting and handicrafts.

Based on these findings, a comprehensive calligraphy learning plan is proposed with the aim of effectively integrating calligraphy education into primary school curriculum through diversified teaching methods, interdisciplinary integration, and home school cooperation, and comprehensively enhancing students' literacy.

If requested, a detailed report of the study will be provided. Please contact Researcher Liu Yan (2367645189@qq.com +8618872191791), if you wish to receive a copy. Your participation has greatly promoted our understanding of the combination of ancient calligraphy education and modern education.

Your willingness to share experiences has been instrumental in this research. I assure you that all data remains confidential and anonymous, as outlined in the consent form. Thank you for your trust and support!

Sincerely,



LiuYan
Researcher
University of Baguio

Appendix 5
Collated responses from interview

访谈数据

教师:

受访 者	问题 1: 你观察到学生在书法课程中对字形和笔画顺序的记忆有显著进步吗? 请举例说明	问题 2: 你有没有观察到学生在书法练习中手部肌肉控制、手眼协调和灵巧性有显著提高?	问题 3: 学生们在完成书法作品后是否表现出自豪感和成就感? 请提供具体解释	问题 4: 你认为应该采取哪些教学方法和策略来提高书法教育的效率? 请提供具体解释。
s1	<p>在书法课程中, 学生通过反复练习和指导, 通常在字形和笔画顺序的记忆上会有显著进步。以下是一些具体的观察和例子:</p> <p>字形记忆的进步: 学生在刚开始学习书法时, 往往对字形的结构把握不准, 容易出现笔画长短不一、结构松散等问题。例如, 写“永”字时, 学生可能会忽略“横折钩”的转折角度, 导致字形不协调。但经过一段时间的练习, 学生逐渐掌握了字形的整体结构, 能够更准确地把握每个笔画的长度和位置。例如, 写“永”字时, 学生能够注意到“横折钩”的转折角度, 使字形更加协调美观。</p> <p>笔画顺序的进步: 学生在刚开始学习书法时, 往往对笔画的顺序不够熟悉, 容易出现笔画顺序错误的情况。例如, 写“有”字时, 学生可能会先写“横画”再写“撇”, 导致笔画顺序错误。但经过一段时间的练习, 学生逐渐掌握了笔画的正确顺序, 能够按照正确的顺序书写每个字。</p>	<p>手部肌肉控制的提高: 学生在刚开始练习书法时, 手部肌肉往往不够灵活, 容易出现手抖、笔画不稳的情况。例如, 写“横”时, 线条可能会显得弯曲或粗细不均。但经过一段时间的练习, 学生的手部肌肉逐渐得到锻炼, 能够更好地控制笔的力度和方向。</p> <p>手眼协调的提高: 学生在刚开始练习时, 手眼协调能力较弱, 容易出现笔画位置不准确的情况。例如, 写“竖”时, 可能会偏离预期的垂直线。随着练习的深入, 学生的手眼协调能力逐渐增强, 能够更准确地控制笔画的位置和方向。</p> <p>灵巧性的提高: 学生在刚开始练习时, 手部动作较为生硬, 难以完成复杂的笔画。例如, 写“捺”时, 可能会显得僵硬, 缺乏流畅感。经过一段时间的练习, 学生的手部动作变得更加灵活, 能够更流畅地完成复杂的笔画。</p>	<p>学生在完成书法作品后通常会表现出明显的自豪感和成就感。这种情感反应在书法学习中非常常见, 尤其是在他们看到自己的进步和努力转化为具体的成果时。例如, 一个学生在初期练习“永”字时, 可能会因为字形不协调而感到沮丧。但经过一段时间的练习, 当他能够写出一幅结构合理、笔画流畅的“永”字时, 会感到非常自豪, 并愿意向同学和老师展示自己的作品</p>	<p>运用多媒体进行教学。利用视频、动画等多媒体手段展示书法技巧, 增强学生的学习兴趣。</p>

s2	有比较明显的进步。比如学生在写“口”时，没有经过书法训练时，往往把“口”字写成一个类似圆圈的形状，经过书法学习后，学生能够按照三笔的笔顺顺序写成。	有较为明显的进步。有的学生写字用力很大，头低的很靠近桌面。经过书法学习后，学生写字用力有轻有重，笔画也有粗细变化了。坐姿和执笔姿势较为规范。	学生在完成书法作品后自豪感和成就感较强。特别是毛笔书法作品完成后，学生的自豪感和成就感更强。学生会自己欣赏自己的书法作品，并且也会主动向家人同学进行展示。此外，如果学生的书法作品被张挂在公共场合展示时，学生的成就感会更加强烈。	除比较科学的教学方法外，还要把良好的书法教育评价方法纳入进来，对书法学习中学生的进步情况及时进行鼓励表扬，让家庭社会学校共同见证学生学习书法的点滴进步，学生的学习兴趣培养起来了，学习效率就提高了
s3	有显著进步。例如古代在书写时候笔画顺序与当今不一样，我在观察到学生进行错误书写笔顺时候及时纠正，下次同学在书写时候就不会犯类似错误。	有显著提高，但也是渐渐的提高，并非是突然提高，例如教授同学如何去运用，如何去体会写字的控制能力等等，但是这种进步往往是初始阶段进步大，后期进步慢。	是的，明显能够从表情和言语中感受到学生自豪感和成就感，例如写出满意作品时候，他们的心情非常的愉悦。	1，亲手示范 2，结合高科技做出相关的书写动画等等。 3，找出书法名家视频，进行线上辅助教学。

家长:

受访者	问题 1: 在陪伴孩子学习书法的过程中, 您可以分享哪些观察和经验, 以说明书法练习对孩子认知能力的影响?	问题 2: 在书法练习中, 你观察到孩子的哪些精细运动技能有所提高? 请指定 (如握笔姿势、笔划精度等)。	问题 3: 你有没有观察到你的孩子在书法练习中表现出更强的情绪管理和自我控制能力? 请提供具体解释。	问题 4 你认为家长在孩子的书法学习过程中应该扮演什么角色? 请提供具体解释。
S4	在陪伴孩子学习书法的过程中, 我观察到书法练习对孩子记忆力能力有显著影响。书法练习往往需要记忆字形结构和笔画顺序, 这有助于锻炼孩子的记忆力。我注意到, 随着书法学习的深入, 孩子对字形的记忆越来越准确, 这种记忆力的提升也促进了他们在其他学科的学习效率。	在书法练习中, 我观察到孩子的“握笔姿势”有所提高。孩子在书法练习过程中逐渐掌握了正确的握笔方法, 如大拇指、食指夹住笔杆, 中指在下方轻托, 笔杆与纸面约呈 45 度角等。这种正确的握笔姿势有助于他们在书写时更加稳定和流畅, 减少了手部疲劳, 提高了书写效率	我在书法练习中确实观察到孩子表现出更强的情绪管理和自我控制能力。在书法练习的过程中, 孩子需要集中注意力, 感受笔尖的流动, 这种专注不仅有助于提升书写技巧, 更重要的是, 它让孩子学会了如何控制自己的情绪。刚开始练字时, 孩子可能容易心浮气躁, 无法长时间集中注意力。但随着时间的推移, 孩子在书法练习中逐渐找到了内心的平静, 学会了在面对困难时保持冷静和耐心。这种情绪管理和自我控制能力的提升, 不仅体现在书法练习中, 也反映在孩子日常生活的其他方面。例如, 在面对学习压力或与其他人交往时, 孩子能够更加沉稳地应对, 不再轻易发脾气或失去耐心。	家长在孩子的书法学习过程中应该扮演“支持者”的角色。家长需要给予孩子精神上的支持和鼓励。在孩子遇到挫折或困难时, 家长应该耐心倾听他们的困惑, 鼓励他们坚持下去。此外, 家长还可以为孩子提供必要的学习资源和环境, 如购买书法练习册、安排安静的学习空间等, 以支持孩子的书法学习。
S5	在陪伴孩子书法学习过程中, 我发现孩子的观察能力和表达能力有了很大提高。孩子在对例字的观察方面更加仔细, 在模仿书写时比较注意和例字保持一致, 表达能力有了提高。	孩子的执笔姿势有了改观, 笔画的精细度也有了提高, 特别是笔画的粗细变化, 长短变化等各种对比较之未进行书法练习时有了很大进步。	这一方面还不是特别明显, 不过发现孩子在进行了书法学习后, 能够坐得住, 并且书写态度也较以前认真和许多。	应该扮演同学的角色, 和孩子共同学习, 共同进步, 亲子共修, 效果会更好。
S6	例如孩子对中国文字的认识更加深刻, 对于一些相应文字的来历更加清晰。对于书法文化稍微了解了一些。	主要是对于笔画的控制程度进步最大, 提高较快。例如汉字是由横竖等笔画组成, 对于横竖的把握更加精确和美观	是的, 能够表现出更强的情绪管理和自我控制能力。学习书法会提高孩子的专注力, 这能与情绪和控制力呈正相关	扮演一个学习引导者和兴趣激发者。这样能快速帮助孩子将书法作为一个长期的兴趣爱好保持下去, 养成良好的书写习惯。

学生

受访者	问题 1：你认为书法练习对你的记忆能力有影响吗？请解释一下。	问题 2：你在书法练习方面的进步是否反映在其他需要精细运动技能的活动中？请举例（如写作、绘画、剪纸等）	问题 3：你有没有注意到，由于练习书法，你的自律、心理社会技能和文化欣赏能力都有所提高？请解释一下	问题 4：你认为书法课应该怎样上最有意思？
S7	有影响。在书法练习中有很多内容都在书里出现过，可以帮助我背诗词。	我觉得在我写作文中是有反映的。	我觉得对我的自律很有帮助，我写书法的时候可以安静的坐很久。练习书法以后我也可以分辨同学们谁的字写得更好看	我觉得书法课最有意思的是老师让我们用毛笔写自己的名字，还可以涂上颜色！像画画一样，写完特别有成就感！
S8	目前还没有感受到对记忆力的影响	可以的。练习书法时会对字形的用笔、结构进行仔细的观察，在观察的过程中锻炼了我的细心程度。这种细心也让我在画面上对物体的结构与变化观察的更细心，画画时用笔更仔细。	学习书法后，老师要求每天都练习，这也是养成自律的一种方式。心理技能上，由于学书法让我的心更平静，也能在写的好时得到鼓励，内心有成就感，提高了文化欣赏能力，懂得欣赏传统美学，知道了如何辨别美与丑。	如果老师能讲古代书法家的故事，比如王羲之怎么练字的，再让我们模仿他们的字帖，就像穿越回古代一样，超好玩！
S9	好像有吧，我感觉书法练习让我记忆力变好了，以前背古诗都很困难，现在背古诗我练毛笔字的时候写几遍就记住了，感觉让我记忆力变好了	我以前写作文不会写，老师布置的看图说话我只能写出来 20 个字，现在练毛笔字的时候老是写古诗什么的，我的作业也能写出很多古诗，以前剪纸妈妈总说我坐不住，现在练毛笔字每次都写好久，妈妈说我剪纸的时候也能静下心来了	妈妈说我以前做什么事老坐不住，老师也说我有多动症，现在练习毛笔字的时候老是写好久，妈妈说我自从练了毛笔字之后能静下心来了，对待事情可以冷静下来了，老师也说我变得越来越好，以前语文课的古诗我都看不进去，现在练毛笔字之后，在上课的时候我比别的同学会的古诗都多，语文课也更爱上了，更爱欣赏古诗了	最好玩的是和同学比赛谁写的字最工整，或者分组拼字游戏！赢了有小奖品，这样大家都会更认真练字啦！

第二步：整理总结数据

SOP1	频率	样本回答
主题 1 书法练习对字形和笔画顺序记忆的提升	4	<p>S1: 学生在书法课程中通过反复练习和指导，在字形结构和笔画顺序上取得显著进步。</p> <p>S2: 有比较明显的进步</p> <p>S3: 我在观察到学生进行错误书写笔顺时候及时纠正，下次同学在书写时候就不会犯类似错误。</p> <p>S9: 现在背古诗我练毛笔字的时候写几遍就记住了，感觉让我记忆力变好了</p>
主题 2 书法练习对记忆力和学习能力的综合影响。	3	<p>S4 孩子的“握笔姿势”有所提高</p> <p>s7 我觉得在我写作文中是有反映的。</p> <p>S9 对写作文和精心有一定影响</p>
主题 3 书法练习对观察力、表达力和文化认知的提升	2	<p>S5 孩子的观察能力和表达能力有了很大提高</p> <p>S6 对于一些相应文字的来历更加清晰。对于书法文化稍微了解了一些</p>

SOP2	频率	样本回答
主题 1 书法练习对手部肌肉控制、手眼协调和灵巧性的提升	5	<p>S1: 手部肌肉控制的提高,手眼协调的提高,灵巧性的提高。</p> <p>S2: 经过书法学习后，学生写字用力有轻有重，笔画也有粗细变化了。坐姿和执笔姿势较为规范。</p> <p>S3: 教授同学如何去运用，如何去体会写字的控制能力等等，但是这种进步往往是初始阶段进步大，后期进步慢</p> <p>S5: 孩子的执笔姿势有了改观，笔画的精细度也有了提高</p> <p>S6: 主要是对于笔画的控制程度进步最大，提高较快</p>
主题 2 书法练习对握笔姿势和书写稳定性的改善	3	<p>S2: 经过书法学习后，学生写字用力有轻有重，笔画也有粗细变化了。坐姿和执笔姿势较为规范。</p> <p>S4: 孩子在书法练习过程中逐渐掌握了正确的握笔方法，如大拇指、食指夹住笔杆，中指在下方轻托，笔杆与纸面约呈 45 度角等。</p> <p>S5: 孩子的执笔姿势有了改观，笔画的精细度也有了提高</p>
主题 3 书法练习对细心程度、专注力和综合能力的提升	3	<p>S7: 在写作文中是有反映的</p> <p>S8: 练习书法时会对字形的用笔、结构进行仔细的观察，在观察的过程中锻炼了我的细心程度</p> <p>S9: 通过练习毛笔字，能写出很多古诗，剪纸的时候也能静下心来了</p>

SOP3	频率	样本回答
主题 1 书法练习对自豪感和成就感的提升	4	<p>S1 学生在完成书法作品后通常会表现出明显的自豪感和成就感。</p> <p>S2 学生的书法作品被张贴在公共场合展示时，学生的成就感会更加强烈。</p> <p>S3 学生在写出满意作品时候，他们的心情非常的愉悦。</p> <p>S8 学书法让我的心更平静，也能在写的好时，得到鼓励，内心有成就感。</p>
主题 2 书法练习对情绪管理、自我控制和专注力的提升	5	<p>S4 这种情绪管理和自我控制能力的提升，不仅体现在书法练习中，也反映在孩子日常生活的其他方面</p> <p>S5 能够坐得住，并且书写态度也较以前认真和许多</p> <p>S6 学习书法会提高孩子的专注力，这能与情绪和控制力呈正相关</p> <p>S7，我写书法的时候可以安静的坐很久。练习书法以后我也可以分辨同学们谁的字写得更好看</p> <p>S9 妈妈说我自从练了毛笔字之后能静下心来了，对待事情可以冷静下来了，老师也说我变得越来越好了</p>
主题 3 书法练习对自律和文化欣赏能力的提升	3	<p>S7 我写书法的时候可以安静的坐很久。练习书法以后我也可以分辨同学们谁的字写得更好看</p> <p>S8 提高了文化欣赏能力，懂得欣赏传统美学，知道了如何辨别美与丑</p> <p>S9 以前语文课的古诗我都看不进去，现在练毛笔字之后，在上课的时候我比别的同学会的古诗都多，语文课也更爱上了，更爱欣赏古诗了</p>

SOP4	频率	样本回答
主题 1 运用多媒体和科技手段提升书法教学效果	2	<p>S1 利用视频、动画等多媒体手段展示书法技巧，增强学生的学习兴趣。</p> <p>S3 结合高科技做出相关的书写动画等等。找出书法名家视频，进行线上辅助教学。</p>
主题 2 科学的教学方法和评价体系	2	<p>S2 除比较科学的教学方法外，还要把良好的书法教育评价方法纳入进来，对书法学习中学生的进步情况及时进行鼓励表扬，</p> <p>S3 亲手示范结合高科技做出相关的书写动画等等。找出书法名家视频，进行线上辅助教学。</p>
主题 3 家长在书法学习中的角色与支持	3	<p>S4 家长在孩子的书法学习过程中应该扮演“支持者”的角色。家长需要给予孩子精神上的支持和鼓励</p> <p>S5 应该扮演同学的角色，和孩子共同学习，共同进步，亲子共修，效果会更好</p> <p>S6 扮演一个学习引导者和兴趣激发者。这样能快速帮助孩子将书法作为一个长期的兴趣爱好保持下去，养成良好的书写习惯。</p>

English translation
Interview data

teacher:

s1	<p>In calligraphy classes, students usually make significant progress in the memory of character shapes and stroke order through repeated practice and guidance. Here are some specific observations and examples:</p> <p>Progress in character memory: When students start to learn calligraphy, they often do not grasp the structure of characters accurately, and it is easy to have problems such as inconsistent stroke length and loose structure. For example, when writing the character "yong", students may ignore the turning Angle of the "horizontal, folded hook", resulting in an uncoordinated shape. But after a period of practice, students gradually master the overall structure of the character and can be more accurate.</p> <p>Pay attention to the length and position of each stroke. For example, when writing the character "Yong", students can pay attention to the turning Angle of "heng, zhe and gou" to make the character more harmonious and beautiful.</p> <p>Progress in stroke order: Students often lack familiarity with the stroke order when they first start learning calligraphy, making it easy to make mistakes in stroke order. For example, when writing the character "you," students might write the horizontal stroke before the slanting stroke, leading to incorrect stroke order. However, after some time of practice, students gradually master the</p>	<p>Improvement in Hand Muscle Control: When students first start practicing calligraphy, their hand muscles are often not flexible enough, leading to issues like hand tremors and unstable strokes. For example, when writing a horizontal stroke, the line might appear curved or uneven. However, after some time of practice, the students' hand muscles gradually get stronger, allowing them to better control the pressure and direction of the brush.</p> <p>Improvement of hand-eye coordination: At the beginning of practice, students have weak hand-eye coordination ability and are prone to inaccurate stroke position. For example, write "vertical" At times, it may deviate from the expected vertical line. As practice progresses, students' hand-eye coordination gradually improves and they can more accurately control the position and direction of the strokes.</p> <p>Improvement in Dexterity: At the beginning of practice, students' hand movements tend to be stiff and struggle to complete complex strokes. For example,</p>	<p>Students typically exhibit a noticeable sense of pride and accomplishment after completing a calligraphy piece. This emotional response is very common in the study of calligraphy, especially when they see their progress and efforts translated into tangible results. For example, a student might feel frustrated during the early stages of practicing the character "yong" due to its uncoordinated form. However, after some time of practice, when he can write a well-structured and fluid "yong," he will feel extremely proud and be willing to show his work to classmates and teachers</p>	<p>Use multimedia for teaching. Use video, animation and other multimedia means to show calligraphy skills, enhance students' interest in learning.</p>
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	correct stroke order and can write each character in the right sequence.	when writing "na," they may appear rigid and lack fluidity. After some time of practice, students' hand movements become more agile, allowing them to complete complex strokes more smoothly.		
s2	There is a relatively obvious progress. For example, when students write "mouth", they often write the character "mouth" in the shape of a circle without calligraphy training. After learning calligraphy, students can write it in the order of three strokes.	There is a more obvious progress. Some students write with great force and their heads are very close to the desk. After learning calligraphy, students write with light and heavy force, and the strokes also have changes in thickness. The sitting posture and the holding posture are more standard.	Students feel a strong sense of pride and achievement after completing their calligraphy works. This is especially true for brush calligraphy, where the sense of pride and achievement is even stronger. Students will appreciate their own work and actively show it to family and classmates. Moreover, when their calligraphy is displayed in public places, their sense of achievement becomes even more pronounced.	In addition to the scientific teaching methods, good calligraphy education evaluation methods should also be included to encourage and praise students' progress in calligraphy learning in time, so that families, society and schools can witness students' progress in learning calligraphy bit by bit. When students' interest in learning is cultivated, their learning efficiency will be improved
s3	There has been significant progress. For example, the order of strokes in ancient writing is different from that in modern times. When I observe students making mistakes in writing stroke order, I correct them in time, so that next time students will not make similar mistakes in writing.	There is a significant improvement, but it is gradual rather than sudden. For example, the professor teaches students how to use and experience the control ability of writing, etc., but this kind of progress is often large in the initial stage and slow in the later stage.	Yes, it is obvious that students can feel pride and accomplishment from their expressions and words. For example, when they write satisfactory works, they are very happy.	<ol style="list-style-type: none"> 1. Demonstrate with your own hands 2. Combine high technology to make related writing animation and so on. 3. Find videos of famous calligraphers and conduct online auxiliary teaching.

Parents:

interviewee	Question 1: In the process of accompanying your child in learning calligraphy, what observations and experiences can you share to illustrate the impact of calligraphy practice on a child's cognitive abilities?	Question 2: In your calligraphy practice, what fine motor skills have you observed to improve in your child? Please specify (such as pen grip, stroke accuracy, etc.).	Question 3: Have you observed that your child has shown greater emotional management and self-control in his or her calligraphy practice? Please provide specific explanations.	Question 4 What role do you think parents should play in their children's calligraphy learning process? Please provide specific explanations.
S4	<p><i>In the process of accompanying my child in learning calligraphy, I have observed that calligraphy practice has a significant impact on their memory skills. Calligraphy practice often requires memorizing character structures and stroke orders, which helps to train the child's memory. I noticed that as they delve deeper into calligraphy, the child's memory of characters becomes increasingly accurate. This improvement in memory also enhances their efficiency in other subjects.</i></p>	<p>In calligraphy practice, I observed an improvement in the child's "pen-holding posture." As the child progresses through calligraphy exercises, they gradually master the correct pen-holding method, such as holding the pen between their thumb and index finger, with the middle finger lightly supporting below, and the pen at about a 45-degree angle to the paper. This proper pen-holding posture helps them write more steadily and smoothly, reduces hand fatigue, and improves writing efficiency</p>	<p><i>I did observe in my calligraphy practice that the children showed stronger emotional management and self-control. In the process of calligraphy practice, children need to concentrate and feel the flow of the pen tip. This concentration not only helps improve writing skills, but more importantly, it teaches children how to control their emotions. At the beginning of practicing calligraphy, children may be easily impatient and unable to concentrate for a long time. But over time, the child gradually found inner peace in calligraphy practice and learned to remain calm and patient when facing difficulties. This improvement in emotional management and self-control is evident not only in calligraphy but also in other aspects of the child's daily life. For example,</i></p>	<p>Parents should play the role of "supporters" in their children's calligraphy learning process. Parents need to give their children spiritual support and encouragement. When children encounter setbacks or difficulties, parents should listen to their confusion patiently and encourage them to persevere. In addition, parents can also provide necessary learning resources and environment for their children, such as buying calligraphy practice books, arranging a quiet study space, etc., to support their children's calligraphy learning.</p>

			when dealing with academic pressure or interacting with others, the child can respond more calmly, no longer easily losing temper or patience.	
S5	In the process of accompanying children's calligraphy learning, I found that children's ability to observe and express has been greatly improved. Children are more careful in observing example characters, pay more attention to keeping consistent with example characters when imitating writing, and their expression ability has been improved.	The child's writing posture has been improved, and the precision of the strokes has also been improved. Especially the changes in the thickness and length of the strokes have made great progress when there is no comparative calligraphy practice.	This aspect is not particularly obvious, but it was found that the children were able to sit still after learning calligraphy, and their writing attitude was more serious and many than before	We should play the role of a classmate, learn and make progress together with our children, and have better results through parent-child cultivation.
S6	For example, children have a deeper understanding of Chinese characters and a clearer understanding of the origin of some corresponding characters. They have a little knowledge of calligraphy culture.	In particular, the degree of control over strokes has improved the most and improved rapidly. For example, Chinese characters are composed of horizontal and vertical strokes, and the grasp of horizontal and vertical strokes is more accurate and beautiful	Yes, it can show stronger emotional management and self-control. Learning calligraphy will improve children's concentration, which is positively correlated with emotion and control	Play the role of a learning guide and interest stimulator. This can quickly help children keep calligraphy as a long-term hobby and develop good writing habits.

Student:

interviewee	Question 1: Do you think calligraphy practice has an impact on your memory? Please explain.	Question 2: Does your progress in calligraphy practice reflect in other activities that require fine motor skills? Please give examples (such as writing, drawing, paper cutting, etc.)	Question 3: Have you noticed any improvement in your self-discipline, psychosocial skills and cultural appreciation as a result of practicing calligraphy? Please explain	Question 4: What do you think is the most interesting way to teach calligraphy?
S7	It has an influence. There are many contents in calligraphy practice that have appeared in books, which can help me memorize poems.	I think it's reflected in my writing.	I think it is very helpful to my self-discipline. I can sit quietly for a long time when I write calligraphy. After practicing calligraphy, I can also tell who has better handwriting among my classmates	I think the most interesting thing in calligraphy class is that the teacher lets us write our own names with a brush pen and color them! It is like drawing, and I feel very accomplished after writing!
S8	There is no known effect on memory	Sure. When practicing calligraphy, I carefully observe the brushwork and structure of characters, which trains my attention to detail during the process. This attention to detail also makes me more careful in observing the structure and changes of objects when painting, and I use my brush more carefully when drawing.	After learning calligraphy, the teacher requires daily practice, which is also a way to develop self-discipline. Psychologically, studying calligraphy calms my mind and gives me encouragement when I write well, bringing a sense of achievement. It enhances my cultural appreciation and teaches me to appreciate traditional aesthetics, helping me distinguish between beauty and ugliness.	If the teacher can tell stories about ancient calligraphers, such as how Wang Xizhi practiced writing, and let us imitate their calligraphy, it is like traveling back to ancient times, which is super fun!
S9	I think so. I feel that calligraphy practice has improved my memory. It was very difficult for me to recite ancient poems before, but now I can remember them after writing a few times when I practice calligraphy with a brush pen. It	I used to struggle with writing essays; I could only write about 20 words when the teacher asked me to describe a picture. Now, while practicing calligraphy, I often write ancient	Mom says I used to be unable to sit still and do anything. The teacher also said I had ADHD. Now, when practicing calligraphy, I can focus for a long time. Mom says that since I started practicing calligraphy, I've been able to calm	The most fun thing is to compete with classmates who write the most neat characters, or group word games! There are small prizes for winning, so everyone will practice more carefully!

	seems to improve my memory	poems. My homework now includes many such poems. In the past, my mother always said I couldn't sit still while cutting paper. Now, after practicing calligraphy for a long time each time, she says I can focus better when I cut paper	down and handle things more calmly. The teacher also says I'm getting better and better. In the past, I couldn't concentrate on ancient poems in Chinese class. Now, after practicing calligraphy, I know more ancient poems than other students and love Chinese class even more, enjoying appreciating ancient poems even more	
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Step 2: Organize and summarize the dataSOP1	rate	Sample response
Topic1: Calligraphy practice improves the memory of character shape and stroke order	4	<p>S1: Through repeated practice and guidance, students have made significant progress in the structure of characters and the order of strokes</p> <p>S2: There has been a marked improvement</p> <p>S3: I observed that when students made mistakes in writing stroke order, I corrected them in time, and the next time students wrote, they would not make similar mistakes.</p> <p>S9: Now when I recite ancient poems, I can remember them after writing a few times with my brush pen. It makes me feel better at remembering things</p>
topic2The combined effect of calligraphy practice on memory and learning ability.	3	<p>S4The child's "pen-holding posture" has improved</p> <p>s7I think it's reflected in my writing.</p> <p>S9It has a certain influence on writing and care</p>
Topic3 Practicing law improves observation Expression and cultural awareness are enhanced	2	<p>S5The child's ability to observe and express has been greatly improved</p> <p>S6The origin of some corresponding words is clearer. I have a little knowledge of calligraphy culture</p>

SOP2	rate	Sample response
Topic1 Calligraphy practice improves hand muscle control, hand-eye coordination and dexterity	5	<p>S1:Improved control of hand muscles, improved hand-eye coordination, improved dexterity.</p> <p>S2:After learning calligraphy, students write with light and heavy force, and the strokes also have changes in thickness. The sitting posture and the posture of holding the pen are more standard.</p> <p>S3:How to use and experience the control ability of writing, etc., taught by professors and students, 但 This kind of progress is often large in the initial stage and slow in the later stage</p> <p>S5:The child's pen-holding posture has improved, The degree of refinement has also improved</p> <p>S6:In particular, the degree of control of strokes has improved most and faster</p>
topic2 Calligraphy practice on the grip of the penAnd the improvement of writing stability	3	<p>S2:After learning calligraphy, students write with light and heavy force, and the strokes also have changes in thickness. The sitting posture and holding pen posture are more standard.</p> <p>S4: In the process of calligraphy practice, children gradually master the correct pen holding method, such as the thumb and index finger hold the pen barrel, the middle finger is lightly supported below, and the pen barrel is about 45 degrees Angle to the paper.</p> <p>S5:The child's pen posture has been improved, and the precision of the strokes has also been improved</p>
topic3 Calligraphy practice requires attention to detail 、 Focus and comprehensive ability improvement	3	<p>S7:It is reflected in writing</p> <p>S8: When practicing calligraphy, I will carefully observe the use of pen and structure of characters, which will exercise my carefulness in the process of observation</p> <p>S9By practicing calligraphy, I can write many ancient poems and calm down when cutting paper</p>

SOP3	rate	Sample response
topic1Calligraphy practice enhances pride and a sense of accomplishment	4	<p>S1Students usually show a clear sense of pride and accomplishment after completing a calligraphy work.</p> <p>S2When the students 'calligraphy works are displayed in public places, the students' sense of achievement will be stronger.</p> <p>S3Students are very happy when they write satisfactory works.</p> <p>S8Learning calligraphy makes my heart more calm, and I can get encouragement when I write well, and have a sense of achievement in my heart.</p>
topic2Calligraphy practice for emotional management Self-control and Improved concentration	5	<p>S4 这 The improvement of emotional management and self-control is not only reflected in calligraphy practice, but also reflected in other aspects of children's daily life</p> <p>S5I can sit still, and my writing attitude is more serious than before</p> <p>S6Learning calligraphy improves a child's concentration, which is positively correlated with emotion and control</p> <p>S7, I can sit quietly for a long time when I write calligraphy. After practicing calligraphy, I can also tell who has better handwriting among my classmates</p> <p>S9My mother said that since I practiced calligraphy, I can calm down and deal with things calmly. My teacher also said that I have become better and better</p>
topic3Calligraphy practice improves self-discipline and cultural appreciation ability	3	<p>S7I can sit quietly for a long time when I write calligraphy. After practicing calligraphy, I can also tell who has better handwriting among my classmates</p> <p>S8I have improved my ability to appreciate culture, know how to appreciate traditional aesthetics and how to distinguish beauty from ugliness</p> <p>S9In the past, I could not read the ancient poems in Chinese class, but now after practicing calligraphy, I know more ancient poems than other students in class, and I love Chinese class more, and appreciate ancient poems more</p>

SOP4	rate	Sample response
topic1 Use multimedia and technology to improve the effect of calligraphy teaching	2	<p>S1 Use video, animation and other multimedia means to show calligraphy skills, enhance students' interest in learning.</p> <p>S3 Combine high technology to make related writing animation and so on.</p> <p>Find videos of famous calligraphers and conduct online auxiliary teaching.</p>
topic2 Scientific teaching methods and evaluation system	2	<p>S2 In addition to the more scientific teaching methods, good calligraphy education evaluation methods should also be included to encourage and praise students' progress in calligraphy learning,</p> <p>S3 Demonstrate by example</p> <p>Combine high technology to make related writing animations and so on. Find out the video of famous calligraphy masters and conduct online auxiliary teaching.</p>
topic3 The role and support of parents in calligraphy learning	3	<p>S4 Parents should play the role of "supporters" in their children's calligraphy learning process. Parents need to give their children spiritual support and encouragement</p> <p>S5 You should play the role of a classmate and learn with your child, Progress together, Parent-child co-revelation will be more effective</p> <p>S6 Play the role of a learning guide and interest stimulator. In this way, children can quickly help to keep calligraphy as a long-term hobby and develop good writing habits.</p>



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C E R T I F I C A T I O N

This is to certify that I have validated the questionnaire/checklist/test question/survey/interview guide of the study titled ***INFLUENCES OF CALLIGRAPHY EDUCATION AMONG PRIMARY SCHOOLS IN SHENJIAYING PRIMARY SCHOOL***

• The proponent/s may proceed to data gathering.

Validator	Date	Signature
Mr. Miguel Xerxes Villacrucis	01/17/2024	A handwritten signature in black ink, appearing to read "Miguel Villacrucis".

 <p>UNIVERSITY OF BAGUIO RESEARCH ETHICS COMMITTEE (UB REC)</p>	SOP No:	5. Management of Protocol Submissions
	Version No.	1
	Approval Date:	
	Effective Date:	
5. MANAGEMENT OF PROTOCOL SUBMISSIONS		
14. Disclosure or Declaration of Potential Conflicts of Interest ok 8/17/24	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment: provide clause for non disclosure for information and identity
15. Facilities and infrastructure of participating sites	<input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate	Comment:
16. Community Consultation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment:
17. Involvement of local researchers and communities in the protocol preparation and implementation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment:
18. Contribution to local capacity building	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment:
19. Benefit to local communities	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment:
20. Sharing of study results ok 8/17/24	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate	Comment: to comply based on the remarks made in ethics proposal review from
21. Are blood/tissue samples sent abroad?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Comment:
B. RECOMMENDATION		
DECISION :	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Minor Revision
	<input type="checkbox"/> Major Revision/ Resubmission	<input type="checkbox"/> Disapproval
Comments (Identify items for revision.)		
Reviewer's Name	Ramil Domingo	Date: 8/12/24
Signature :		

 <p>UNIVERSITY OF Baguio</p>	<p>Research Innovation Extension and Community Outreach</p>	<p>RIECO- RM Doc No. 05</p>	<p>Version Number: 04</p>	<p>Version Date: 02.10.2017</p>
	<p>TOOL EVALUATION (Interview)</p>	<p>Effectivity Date: 02-10-17</p>		<p>School: Graduate</p>

**INFLUENCES OF CALLIGRAPHY
EDUCATION AMONG PRIMARY SCHOOLS
IN SHENJIAYING PRIMARY SCHOOL**

	YES	NO	REMARKS
1. Are the information the interviewer needs to answer the problem contained in the questions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Are there problems on the instructions on the point of view of the interviewee?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Are there conflicting questions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Are the questions lengthy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Does the question contain complicated syntax?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Does the question contain more than one implicit question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Is there a likelihood that the interviewee may not remember the information being asked?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Are there unclear terms in the question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9. Is there a likelihood that the interviewee may turn hostile?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Is the interviewee likely to know the answer to the question?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11. Are there questions that are very private?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Are there questions that ask for illegal behavior?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13. Are there questions that put the interviewee in an embarrassing or awkward position?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14. Are the wordings of the question sensitive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15. Are socially acceptable responses implied by the questions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16. Are there overlapping response categories?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17. Are there inappropriate assumptions made about the situation of the interviewee?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18. Does the question assume constant behavior for situations that vary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

VI.01-10-17rb

 UNIVERSITY OF Baguio	Research Innovation Extension and Community Outreach	RIECO- RM Doc No. 05	Version Number: 04	Version Date: 02.10.2017
	TOOL EVALUATION (Interview)	Effectivity Date: 02-10-17		School: Graduate

First Draft Comments: Date: January 17, 2025

May proceed to data gathering using the Interview Guide

¹⁷ Decision: for resubmission for reliability testing for actual administration

Second Draft Comments: Date: [Click or tap here to enter text.](#)

Decision: for resubmission for reliability testing for actual administration

Final Draft Comments: Date: [Click or tap here to enter text.](#)

Decision: for resubmission for reliability testing for actual administration

Validator

Date

Signature

Miguel Xerxes R. Villacruis

January 17, 2025

