



**Manchester  
Metropolitan**  
University

# Senpai, Sensei, or Shihan?

[Instructor, Teacher, or Master?]

***What motivates people to teach martial arts and/or self-defence?***

Claire Higgins

(18053837)

**A dissertation submitted for the degree of**

*MSc Exercise & Sport Psychology*

[August 2019]

*Author Contact:* [claire@innerathletics.com](mailto:claire@innerathletics.com) / [claire1979@ymail.com](mailto:claire1979@ymail.com)

## **DECLARATION**

“I, Claire Higgins, declare that this dissertation is no more than 10,000 words (plus or minus 10%) in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This dissertation contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work”

## **ACKNOWLEDGMENTS**

My sincere gratitude rests with the seven research participants who generously shared their time, energy, and personal experiences with me. Your insights and hard-won lessons have made a positive difference to my teaching journey, and I hope readers who teach martial arts and self-defence will feel the same.

I am also grateful to my partner and family who walked with me during the more difficult moments of this research project. Without your love and support this project and what it represents personally would not have seen completion. Due to its completion I can now envisage bigger and greater projects on the horizon.

## ABSTRACT

This research explores what motivates people to teach martial arts and/or self-defence, a topic that has yet to be given critical attention. Using an interpretative phenomenological analysis (IPA) research method, it highlights the personal and lived experience of seven participants. Drawing on theoretical links to self-determination theory (Deci and Ryan, 2000), motivational atmospheres (Keegan et al., 2010), and positive psychology character strengths (Peterson and Seligman, 2014), and building on individual and group thematic analysis, the findings suggest that those who are driven to teach may be intrinsically motivated by nine key character strengths: *Perseverance*, *Creativity*, *Mastery*, *Curiosity*, *Service*, *Compassion*, *Leadership*, *Optimism*, and *Love*. These strengths emerge as a result of positive and negative experiences, and exposure to teachers and teaching environments where the participants flourished. While the participants' experiences of becoming and being a teacher differed greatly in detail, there didn't appear to be distinct differences in the character strengths behind their *motivation to teach*.

# CONTENTS

<b>1.0 INTRODUCTION .....</b>	<b>6</b>
<b>2.0 LITERATURE REVIEW .....</b>	<b>7</b>
2.1 MOTIVATION THEORIES.....	7
2.1.1 <i>Survival, Identity, and Personality</i> .....	7
2.1.2 <i>Achievement, Goals, and Environment</i> .....	8
2.1.3 <i>Intrinsic and Extrinsic Motivation</i> .....	9
2.1.3 <i>The Role of Emotions</i> .....	10
2.1.4 <i>Positive and Negative Emotions</i> .....	11
2.2 MARTIAL ARTS AND SELF-DEFENCE.....	13
2.2.1 <i>Motivation Research</i> .....	13
<b>3.0 RESEARCH METHOD.....</b>	<b>14</b>
3.1 RESEARCH METHOD SELECTION.....	14
3.2 <i>Bracketing and Reflexivity</i> .....	15
3.2 REFLEXIVE JOURNAL AND BRACKETING EXERCISE.....	16
3.3 INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS .....	18
3.4 <i>Research Design and Process</i> .....	20
<b>4.0 THEMATIC ANALYSIS.....</b>	<b>21</b>
4.1 BECOMING A TEACHER.....	21
4.2 CHARACTER STRENGTHS .....	22
4.3.1 <i>Theme 1 - Perseverance</i> .....	23
4.3.2 <i>Theme 2 - Creativity</i> .....	26
4.3.3 <i>Theme 3 - Mastery</i> .....	27
4.3.4 <i>Theme 4 - Curiosity</i> .....	29
4.3.5 <i>Theme 5 - Service</i> .....	30
4.3.6 <i>Theme 6 - Compassion</i> .....	30
4.3.7 <i>Theme 7 - Leadership</i> .....	31
4.3.8 <i>Theme 8 - Optimism</i> .....	32
4.3.9 <i>Theme 9 - Love</i> .....	33
<b>5.0 DISCUSSION .....</b>	<b>35</b>
<b>6.0 CONCLUSION .....</b>	<b>37</b>
REFERENCES.....	39
APPENDIX 1: PARTICIPANT INFORMATION SHEET .....	50
APPENDIX 2: SEMI-STRUCTURED INTERVIEW QUESTIONS.....	55
APPENDIX 3: CONSENT FORM.....	56
APPENDIX 4: BRACKETING Q&A.....	57
APPENDIX 5: INDIVIDUAL TRANSCRIPTS (CODED) .....	58
APPENDIX 6: INDIVIDUAL THEMATIC ANALYSES.....	59
APPENDIX 7: GLOSSARY OF TERMS.....	69

## 1.0 Introduction

Motivation is considered an integral aspect of exercise and sport psychology (Weinberg and Gould, 2015). It has also been researched in the wider psychology domain (Maslow, 1943; McClelland, 1961; Weiner, 1985; Nicholls, 1989; Vallerand and Losier, 1999; Deci and Ryan, 2000; Keegan et al., 2010; Kelson and Liang, 2018). Why *do* people do what they do, and what it is that drives them forwards and beyond personal challenges when the going gets tough? These questions are at the heart of this research study on the *motivation to teach* martial arts and/or self-defence, which was prompted by my experience of training in Japanese martial arts (judo, karate) and teaching self-defence.

The academic field of martial arts in recent years has included studies on psychology, kinesiology, sociology, education, and health (Overton, 2017). Quantitative and qualitative research has looked at the motivation of students to participate in their chosen martial arts (Columbus and Rice, 1998; Ko and Kim, 2010; Meyer and Bittman, 2018) yet no research appears to have been conducted yet on the motivation to teach martial arts and/or self-defence. Overton (2017), a researcher and martial artist, has suggested that more research on advanced martial artists is needed. His PhD research studies how the process of embodied learning and knowing bridges mind, body, and spirit in the meaning-making process. Whilst the martial arts can be considered a mind-body-spirit practice that emphasizes the cultivation of character (Clarke, 2017; Kano, 2013; Funakoshi, 2013), they are also a form of self-defence and sport.

Using interpretative phenomenological analysis (IPA) as a research method, I explored the topic of *motivation to teach* martial arts and/or self-defence with seven research participants. Due to the interpretative nature of IPA, results were allowed to emerge (Smith, 2004). A series of semi-structured interviews led to emerging themes, which were analysed for individual and group patterns. The outcome of this study suggests that those motivated to teach martial arts and/or self-defence were driven by a combination of nine character strengths: *Perseverance, Creativity, Mastery, Curiosity, Service, Compassion, Leadership,*

*Optimism, and Love.* While the participants' experiences of becoming and being a teacher differed in detail, there did not appear to be differences in their motivation to teach.

## 2.0 Literature Review

### 2.1 Motivation Theories

#### 2.1.1 Survival, Identity, and Personality

Motivation has a long history of attention, reflection, and development in the field of mainstream psychology. In 1943, Abraham Maslow developed a hierarchy of needs. He believed that people are motivated first to achieve lower-level physiological needs for safety, food, and shelter before higher-level psychological needs for enjoyment and self-actualisation can be sought and met (Maslow, 1943). Neher (1991) has challenged this theory's lack of attention to the person's environment and noted the possibility that survival-based hardship can actually bring people together in love and raise self-esteem, both referred to as higher needs (Neher, 1991). Meanwhile, McClelland has stated that motivation to perform a task originates from either the desire to succeed or the desire not to fail. His human motivation theory posits that there are three key motivators that we universally possess: a need for achievement (goal-oriented behaviour), a need for affiliation (social connection), and a need for power (control, status, and influence). He believed that these motivators are developed through life experience (McClelland, 1961).

Deci and Ryan (2000) describe motivation as being *moved* to do something while others have referred to it as the "why" of behaviour (McClelland, 1985; cited in Vallerand and Losier, 1999) and the direction and intensity of one's effort (Sage, 1977; cited in Weinberg and Gould, 2015). The direction of effort prompts a person to seek out an activity while intensity defines the amount of effort put into the activity (Weinberg and Gould, 2015). If a person associates their identity with that particular activity then they are more likely to find the activity important and meaningful - whilst the opposite identity incongruence with the

activity is also true (Oyserman and Destin, 2010). Self-concept as a multi-dimensional cognitive structure made up of past, present, and future identities that integrate personal and social or cultural aspects determines the person's evolving interests and subsequent drives (Oyserman and Destin, 2010).

Numerous personality tests have evolved to better understand what people need and which traits drive them toward achievement and a better performance (Kelson and Liang, 2018). For example, the *Big Five Personality Test* measures five major dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism. These personality traits have been linked to motivation. Koseoglu (2014) conducted a study to explore the Big Five personality traits and individual differences in the academic motivation of students. The author also hypothesised that conscientiousness would be positively related with persisting and achieving students, and a desire for self-improvement. This is because conscientious individuals tend to be organised, disciplined and hard working. The author also hypothesised that an openness to new experiences would be positively related with a desire for self-improvement, as people who are open-minded tend to be intellectually curious. The study found that those motivated by perfectionism may achieve a superior academic performance. The overall results suggested that to increase engagement and achievement levels, the teachers should target the qualities of openness and conscientiousness in their students. Koseoglu (2014) admitted that the study had its limitations, as motivation is influenced by more than one variable (personality) in such a setting. Other phenomena need to be considered, such as thinking and learning styles, and measures of personal ability (Koseoglu, 2014).

### 2.1.2 Achievement, Goals, and Environment

Identity, self-concept, and personality can drive a person forwards. They can also influence the desire for specific achievements or goals. *Achievement Motivation* refers to the process of a person's perceived ability to succeed or fail (Weiner, 1985). Three elements are related to this perception; locus, stability, and controllability. Goal setting is seen as a means to enhance performance in sport,



business, and life (Weinberg et al., 2001). *Achievement Goal Theory* (AGT) defines goals as performance/ego-based, or outcome goals, and mastery/task-based, or process goals (Nicholls, 1989). Research has shown that task goals are associated with positive motivational outcomes while ego goals are less consistent in this regard, particularly if perceived competence is low or they are not accompanied by task goals (Keegan et al., 2010). Yet Zimmerman, Bandura and Martinez-Ponz (1992) have found that self-regulated learners tend to be more proactive and self-motivating in setting appropriate strategies to achieve their goals. This suggests that self-awareness and a clear direction and strategy are important factors in being and staying motivated; it isn't just about setting goals.

Keegan et al. (2010) acknowledge that a person's beliefs, cognitions and values also matter in motivation, however social agents in the environment can have a significant impact on performance and behaviour. They examined the motivational influences of coaches, parents, and peers on youth athlete behaviour, defining these social dynamics within the term, *motivational atmospheres*. They found that social and environmental influences on motivation can be vast, involving competence, social goals, and autonomy goals supported by key social agents in a variety of situations and contexts (Keegan et al., 2010). They challenged an earlier concept of motivational climates and the dependence on athlete self-reported questionnaires not objectively depicting the relationships between team players or capturing observable coaching behaviours (Keegan et al., 2014). This suggests that research on motivation is more complex than a self-reported questionnaire. To better understand a person's motivation, it is important to consider the performance environment and the social agents and interactions that could affect motivation.

### 2.1.3 Intrinsic and Extrinsic Motivation

Although people can feel more motivated by goals and strategies, they may also differ in terms of motivation levels, attitudes, and goal orientations (Deci and Ryan, 2000). They may differentiate between *intrinsic motivation*, or doing something because it is inherently interesting, challenging or fun, and *extrinsic*

*motivation*, which relates to an external outcome (Deci and Ryan, 2000). These terms have received much attention in sport psychology when assessing athlete motives. Vallerand and Loisier (1999) highlight the significant challenges athletes typically face in their search for excellence. These include many hours of training, competition stress and anxiety, injury rehabilitation, and recovering from defeat. Meeting these challenges requires psychological strength as well as physical endurance and talent. They propose that athlete motivation is determined by social factors. While an athlete may love their sport (*intrinsic motivation*), during competition winning may prevail (*extrinsic motivation*).

*Self-Determination Theory* (SDT) meanwhile suggests that motivation requires three core needs in individuals to be met; autonomy, competence, and relatedness (Deci and Ryan, 2002; Deci and Ryan, 2000). SDT has been successfully applied in multiple contexts such as work motivation (Gagne and Deci, 2005), educational practice (Niemi and Ryan, 2009), and eudaimonic or meaningful living (Ryan et al., 2008). In an exercise setting, Wilson et al. (2008) posed three research questions related to SDT: (1) *Does the quality of motivation regulating exercise behaviour “matter”?*, (b) *How important are basic psychological needs within exercise contexts?*, and (c) *Can contextual variables be manipulated to create adaptive environments for exercise?* They found that SDT was a positive framework for both initiation into exercise and adherence of an exercise regime.

### 2.1.3 The Role of Emotions

Whilst martial arts can be more than a performance-based sport or means of physical exercise (Kano, 2013), and self-defence is about “not losing” rather than winning (Coker, 2017), the practice of training to awaken the mind, body, and spirit as a way of life can be an emotionally challenging process (Clarke, 2011). Clarke (2011) states that *karate*, for example, may force a student to confront and realise their truth. This can be an uncomfortable process that provokes an inner conflict and existential or philosophical enquiry (Bolelli, 2008). A student will need to learn how to regulate and control their emotions in situations of

high pressure ranging from competition and grading to sparring and grappling with others (Higgins, 2017). Life and work challenges outside of the *dojo* or training space must also be managed effectively in order maintain optimal energy in class and motivation to attend (Higgins, 2017).

In his *Cognitive-Motivational-Relational Theory* (CMRT), Lazarus (1991) argued that emotions emerge from the dynamic interaction of people's personalities with their environments. When a person cares about the task at hand, it becomes more personal and if they are less emotionally invested, the outcome will not matter (Lazarus, 1991, 2000). Weiner's *Attribution Theory of Emotion and Motivation* (Weiner, 1985) contends that people will naturally seek to extract meaning out of events and this will affect their emotional response. This is known as a causal attribution process. For example, happiness can follow success and sadness can follow failure (Weiner, 1985).

Emotions, attitudes, and beliefs can be intertwined. For example, a person's self-efficacy or how they rate their confidence to execute a particular task or solve a problem can impact their motivation (Bandura, 1997). While some people have a high degree of self-efficacy and efficacy beliefs that translate to multiple contexts, others do not (Eccles and Wigfield, 2002). Furthermore, some people may believe they are more efficacious in highly challenging tasks, while others believe they will perform better in easier tasks (Eccles and Wigfield, 2002). Meanwhile, participating in mastery-oriented activities that feel threatening but are in actual fact quite safe can increase a person's self-efficacy (Bandura, 1977).

#### **2.1.4 Positive and Negative Emotions**

Understanding what motivates people in long-term endeavors, however, is more complex than understanding the tasks in which they participate. Why do some people quit while others continue? During stressful times, people may resort to healthy or unhealthy coping strategies, and optimistic or pessimistic explanatory styles (Seligman, 2006). Selye (1974) described two types of stress; eustress, which has positive effects, and distress, which has negative effects. However,

sport psychologists have found it more useful to look at emotion rather than stress, which Lazarus (2000) describes as “an organised psychophysiological reaction to ongoing relationships with the environment.” Lazarus (2000) points out that stress is often related to negatively toned emotions and suggests that more attention should be given to positively toned emotions such as happiness, pride, love, gratitude, and compassion (Lazarus, 2000).

These emotional states have been explored more recently by positive psychologists. In her *Broaden and Build Theory*, Fredrickson (2009) suggests that positive emotions broaden a person’s awareness and stimulate a mind that is open to new thoughts and actions. Gradually, this increases a person’s coping skills and resources and have a positive long-term impact on character, relationships, communities and environments (Fredrickson, 2009). Meanwhile, Snyder, Irving and Anderson (1991) refer to the positive emotion, hope, as “a positive motivational state that is based on an interactively derived sense of successful (1) agency (goal-directed energy) and (b) pathways (planning to meet goals).” Goal attainment generates positive emotions, which contribute to optimal wellbeing and their potential to flourish (Fredrickson, 2001; Peterson and Seligman, 2004). In this regard, positive affect can encourage people to feel motivated to engage in their environments and take part in activities.

Yet while positive emotions may motivate or propel someone, it is also true that negative emotions can do the same (Kashdan and Biswas-Diener, 2014). For example, Snyder (2003) states that we can be motivated both *toward* and *away from* something. Building on this concept, Coker (2016) suggests that hoping that something will happen and fearing that it won’t, or hoping that something won’t happen and fearing that it will, are fundamentally linked in what he terms a *hope-fear polar model*. In this model, the outcomes faced need to be meaningful to the person, and where there is a lack of total control of the outcome and therefore uncertainty over what may happen (Averill, Catlin and Chon, 1990).

## 2.2 Martial Arts and Self-Defence

### 2.2.1 Motivation Research

Motivation in martial arts is a topic that has been of interest since the late 1970s. Hannak and Nabit (1979) published a study on beginner and advanced *judo* practitioners. Findings suggest that the former were motivated by health while the latter were driven by the desire to acquire technical skills, suggesting a clear achievement motive. A further study (Hartl et al., 1989) explored the motives of *taekwondo* practitioners and found three motives for a father figure, education, and discipline or obedience. Columbus and Rice (1998) also found that certain life situations led students to train, including: *Criminal Victimization, Growth and Discovery, Task Performance, and Life Transition*.

Meanwhile, Jones et al. (2006) investigated reasons for participating in a variety of martial arts (*Tai Chi, Karate, Kung fu, Aikido, Jeet Kune Do, British Free Fighting, Taekwondo and Jujitsu*). Eight questions assessed the perceived importance of grade progression, self-defence skills acquisition, instructors' technical ability, training costs, confidence development, philosophical underpinning, and instructional style. Findings suggested that seven motives influenced participation: *Affiliation, Friendship, Fitness, Reward/Status, Competition, Situational Factors, and Skill Development*. Interestingly, the authors found that the mind-body-spirit and philosophical underpinning was significantly greater in those who trained for over four hours each week. This suggests that increased training hours could lead to a greater interest in the philosophical benefits of the martial arts, however no information was given on the length of time spent in training or how this related to advanced practitioners.

Ko and Kim (2010) have explored the motivation of students or “consumers” to participate in martial arts training. Their study suggested that those who participated in the event were highly-motivated by growth-related motivation such as value development (46%), self-esteem (44%), physical fitness (42%), self-defence (38%), self-actualization (36%), skill mastery (30%), stress release (8%), and cultural awareness (7%). Interestingly, the main motive of

experienced participants was value development while beginners' were motivated by self-defence. They also found that *judo/jujitsu* participants were more motivated by aggression whilst *aikido/hapkido* and *kung fu/wushu* participants were motivated by social factors. *Karate, taekwondo* and *judo/jujitsu* were motivated also by self-defence.

Other researchers have published similar studies (Patel et al., 2012; Rink, 2007; Zaggelidis et al., 2004; Bogdal and Syska, 2002; Breese, 1998). Despite this wealth of research on what motivates people to participate in martial arts and self-defence, there is still a significant need for research on what motivates people to teach.

## 3.0 Research Method

### 3.1 Research Method Selection

While plenty of research has been conducted on motivation to teach (Watters and Ginns, 2017; Bess, 2016; Van den Berghe et al. 2014), there appears to be no research yet on this topic in martial arts or self-defence. As a martial artist and self-defence teacher, I could see the potential value for this research, not only for teachers but also those who recruit, employ, train, and develop them. This led me to choose motivation to teach martial arts and/or self-defence as the focus of my research. I selected a qualitative research method to allow for more detail to surface than a quantitative or mixed method approach. My own motivation to teach had been more complex than a quantitative-based questionnaire could capture, and I suspected that for others this might also be the case.

Qualitative and quantitative research are said to have a common goal, which is to understand and improve the human condition (Reichardt and Rallis, 1994). As an exercise and sport psychology student with a keen interest in real-world data application, I have found value in both approaches. For example, a quantitative study on self-compassion in women athletes as a potential coping resource (Mosewich et al, 2013) has been just as informative to me as a qualitative study on spirituality in sport and athletes' personal experiences of this phenomenon

(Ronkainen et al, 2013). Despite the validity of both approaches, sport psychology researchers have historically avoided a qualitative approach due to the difficulties associated with getting such work published (Martin, 2011). This has however changed and such research is now widely conducted (Smith and McGannon, 2018).

### 3.2 Bracketing and Reflexivity

Reflecting on my own experiences as a student and instructor in martial arts and self-defence prior to embarking on this research project was critical to identify any blind spots or preconceptions. In qualitative research this process of reflection on entry to a research process is known as “bracketing”. It is a means to protect the researcher from the cumulative effects of what might be emotionally charging material (Tufford and Newman, 2010), and with my insider status I was no exception. However, it wasn’t until I was forced to re-evaluate my project following a personal tragedy and subsequent reflection that I committed to a formal bracketing exercise.

Tufford and Newman (2010) point out that the lack of uniformity in bracketing processes means there is no singular approach. Such a narrowly defined approach could actually impede the purpose of the process, which is (extract) “to uncover beliefs and values (Beech, 1999); thoughts and hypotheses (Starks and Trinidad, 2007); biases, (Creswell and Miller, 2000); emotions (Drew, 2004); preconceptions (Glaser, 1992); presuppositions (Crotty, 1998); and assumptions (Charmaz, 2006) about the topic of study” (Tufford and Newman, 2010). In other words, it helps researchers take a fresh look at their research (Moustakas, 1994).

The timing of the bracketing period is also not agreed on by researchers. Giorgi (1998) suggests it should take place only during the analysis phase (cited in Tufford and Newman, 2010) while Rolls and Relf (2006) propose it is embarked on at the start (cited in Tufford and Newman, 2010). The methods of bracketing were also diverse, with Rolls and Relf (2006) suggesting that an outside source interviews the researcher (cited in Tufford and Newman, 2010) and Ahern

(1999) proposing an ongoing reflexive journal prior to defining the research question (cited in Tufford and Newman, 2010).

Reflexivity, meanwhile, is a process of ongoing reflection throughout a research project. It is encouraged in researchers of qualitative methods in particular given the complex nature of such inquiry (Watt, 2007). Glesne and Peshkin (1992) recommend writing as a form of reflexivity, for example through journaling or field notes. As Finlay (2002) points out, engaging in reflexivity is “full of muddy ambiguity and multiple trails” (Finlay, 2002: 209). The necessity for self-analysis and self-disclosure can be highly uncomfortable for the researcher, as I found. Her, Finlay proposes five ‘maps’ of the process: (1) introspection; (2) inter-subjective reflection; (3) mutual collaboration; (4) social critique; (5) discursive deconstruction. The maps I focused on throughout this project were introspection and inter-subjective reflection, with the latter becoming more apparent towards the end as I developed a better understanding of my own experiences and those of the participants.

### 3.2 Reflexive Journal and Bracketing Exercise

I decided to utilise a martial arts and self-defence blog I had started in 2016 entitled, *Inner Sensei*, or *Inner Teacher* (Higgins, 2019). My first blog entry summarized my journey to date, highlighting the diversity of my interests in psychology, martial arts, and other movement practices:

*“Studying Positive Psychology allowed me scope to explore one of my long-standing interests in somatics and somatic intelligence. Through an inquiry into positive emotions and movement-based practices, such as fitness, yoga, and the martial arts, I began to understand my own situation better. While in karate I trained mostly alone with my Sensei, and had to operate from a place of grit, judo was much more social.” (First blog entry on February 23<sup>rd</sup>, 2019)*

I then questioned identity and what it means to *be* a martial artist in everyday life as I explored my *motivation to train*. This question unnerved me and feelings



of confusion and self-doubt began to set in as I explored the isolating impact training had had at some points in my life:

*“Does being a martial artist somehow grant us something special that others do not and can not have? Does the identification with being a martial artist simultaneously restrict us from being something else? And worse, might it isolate us by nature of the intensity associated with this path?” (Blog entry 2 on March 12<sup>th</sup>, 2019)*

Not long after this entry, a personal tragedy occurred. I was forced to park my research for two months and questioned if I could even complete the project I had started. When my motivation to continue returned, my research interest had shifted from *motivation to train* to *motivation to teach*. I re-organised my research process and designed five bracketing questions (Appendix 4). My answers confronted a fearful part of myself that had previously limited me from reaching my potential as a teacher, as had been the case in teaching yoga, which I had left to further my training and subsequent teaching in martial arts and self-defence:

*“As I turn my attention toward self-defence instruction, I find myself wondering what kind of a teacher I will be. How committed will I be to this path given my history of dedicating myself to an art for more years than most, gaining some kind of early mastery in it (for want of a better word), only to hit the pause button and turn in another direction?” (Blog entry 3 on May 27<sup>th</sup>, 2019)*

Three more blog entries followed on the *motivation to teach*. These were written during the participant interview phase and allowed me the opportunity to explore my initial ideas. Following the first interview, I questioned what teaching actually meant:

*“When the research question topic evolved from “motivation for advanced practitioners to train in martial arts” to “motivation of people to teach martial arts and/or self-defence”, I didn’t initially think of the nuanced nature of teaching. Is it*

*instruction? Is it coaching? Is it facilitating knowledge and the acquisition of skills? Is it about character development?" (Blog entry 5 on June 10<sup>th</sup>, 2019)*

A particularly challenging interview triggered me to question some darker moments of my past:

*"I felt a tug of compassion for my younger self who couldn't defend herself during a teenage assault and abusive marriage. Those memories are painful but they don't drive me to want to teach. There is some guilt over this admission. Surely, as a woman who has survived violence and is now trained to instruct self-defence, I should want to teach or instruct to help others to protect and nurture themselves? And if I don't, does that mean there is something not yet healed inside of me?" (Blog entry 6 on June 18<sup>th</sup>, 2019)*

The research process finally helped me to answer these questions and unite the fragmented parts of myself:

*"At a personal level, the interview tied together the parts of me that have felt fragmented and lost for several years. This interview taught me that for some of us on the path, it isn't an either-or. Do I have to choose between martial arts as a way of life and shun martial arts as a sport? Do I have to separate my interest in coaching and personal development from my other interest in violence and self-defence? The answer is no. I do not have to define myself by splitting myself apart. I can teach and I can coach. I can instruct and strive for mastery. They are all intertwined. They are all parts of me and by inviting them all in, I am giving myself permission to be whole." (Final blog entry on July 28<sup>th</sup>, 2019)*

### 3.3 Interpretative Phenomenological Analysis

Exploring my personal experience of martial arts and self-defence made me more conscious of the time future research participants' might need to reflect on their experiences, and the time I would need to capture and analyse these. This limited the number of participants I could include in a project of this size. Consequently, I chose *Interpretative Phenomenological Analysis* (IPA) as a research method. Designed for a low number of participants (1-10) to allow for

the time, energy, and rigour of analysis (Smith and Osborn, 2003), IPA met my need for quality of interview content. It also allowed me to analyse real-world data and identify themes that could potentially link to any future research on martial arts and self-defence.

According to Pietkiewicz and Smith (2012), IPA is built around three key concepts: (1) *phenomenology*, which is the way things appear to individuals in experience; (2) *hermeneutics*, which is understanding why a person translates their message in a particular way; (3) *ideography*, which is an in-depth analysis of each individual case in their particular context. Within hermeneutics there is also a dual process whereby the researcher seeks to extract meaning. The result is a co-created narrative where the researcher is a part of the process rather than a passive bystander or witness to it. Smith (2011) refers to IPA as a method used to understand research participants' lived experiences and the meanings they ascribe to these.

While IPA has mostly been used in health psychology, there is a rising interest in sport psychology and coaching research (Callary, Rathwell & Young, 2015; Allen-Collinson, 2009). The overall interest was initially low, with a reported seven sport and exercise IPA studies conducted between 1996 and 2008 (Smith, 2011; cited in Callary et al., 2015). It has become more popular more recently in sport (Brown et al., 2017; Super et al. 2017) and exercise (McFaden and McHugh, 2017; Rosado et al. 2014; Hefferon et al., 2007) research, but in martial arts and self-defence literature, only one example was found on the experience of aggression among kung fu practitioners (Fletcher and Milton, 2007).

IPA entails a semi-structured interview guide with open-ended questions and prompts designed to trigger the participants' memories (Smith and Olsen, 2003). Well-developed interviewing skills such as active listening and reflexivity are essential to the IPA process (Pietkiewicz and Smith, 2012). The researcher checks information (member checking) and paraphrases during the interview to ensure meaning is retained (Smith and McGannon, 2018). The researcher then analyses each transcript line by line to code participants' individual experiences

before looking for common themes. (Bayir and Lomas, 2016; Hefferon et al., 2010;

### 3.4 Research Design and Process

IPA participants are selected through purposeful sampling (Smith and Osborn, 2003; cited in Callary et al., 2015). I recruited this study's participants through my existing martial arts and self-defence network in person and online via LinkedIn. The initial criteria asked for at least seven years of training experience and a black belt in the participant's martial art. When the research question changed to "*What motivates people to teach martial arts and/or self-defence?*" the criteria shifted to either a recognized teaching qualification in self-defence and/or black belt in the martial arts. I did not impose criteria on whether the participant was a novice teacher or experienced teacher, and no assessment criteria was in place to determine whether their teaching method was effective as this was not the purpose of the study.

Seven participants were recruited; four female and three male. The selection included two newly qualified self-defence instructors and five experienced martial arts and self-defence instructors. The experienced teachers had taught for a minimum of ten years. Participants were contacted by email and provided further information on the project and their role in it. They were informed of their right to withdraw at any time and of existential issues that could arise through exploring the research topic. They were given the opportunity to remain anonymous or to be named and received the participant information sheet (Appendix 1) and seven open-ended questions one week before interview (Appendix 2).

Following transcript finalisation, each interview was coded line by line then analysed for further potential themes prior to the group thematic analysis. The individual part of the analysis focused on the *motivation to start* and *motivation to train*, and ten possible ***extrinsic motives*** from the participants environments emerged (Table 1). The subsequent group thematic analysis on *motivation to teach* suggested that it was the cultivation of certain character strengths

alongside chance, luck, opportunity, and positive or negative environmental factors or facilitators (people, access to teacher) that motivate a student to become a teacher. Twenty explicit character strengths (Table 2) emerged from this analysis as potential motives for people to teach martial arts and/or self-defence. I then integrated some of these strengths through further analysis and analysed nine character strengths emerged as *intrinsic motives* to teach.

## 4.0 Thematic Analysis

### 4.1 Becoming a Teacher

On their journey to teach, all participants had had to overcome personal obstacles or adversities, find a teacher or role model, and find ways to motivate themselves. They all sought achievement, confidence, and/or power as well as social connection and/or belonging. Meaning appeared to follow personal experience and how participants interpreted positive or negative life events and was connected to their drive to teach, which the group thematic analysis on *motivation to teach* (4.2) revealed. It appeared to be an *extrinsically motivated journey* with ten potential motives to start and train emerging:

**Table 1: Mapping of Extrinsic Motives to Start and Train**

	<b>Motives</b>	<b>Interviewees</b>	<b>Context</b>
1.	Achievement, Confidence, or Power	7. Andrea, Rui, Bec, Reece, "A", "B", Jacqueline	Technical competence, passing gradings
2.	Social Connection or Belonging	7. "A", Bec, Rui, Reece, Jacqueline, "B", Andrea	Familiar rituals in training space, getting along with people there
3.	Sharing Lessons from Training	7. "B", Andrea, Reece, Jacqueline, Rui, "A", Bec	Formally or informally sharing lessons learned with others
4.	Asking Good Questions	7. "B", Bec, Reece, Rui, Andrea, "A", Rui	Exploring effectiveness of techniques and what semantics really mean
5.	Finding a Teacher or Role Model	7. "B", Rui, Reece, Jacqueline, "A", Bec, Andrea	Meeting this person in the early stages of the learning or teaching path
6.	Overcoming	7. "B", Bec, Reece,	Persevering through

	Obstacles	Jacqueline, "A", Andrea, Rui	tough times, learning to take breaks but not quit
7.	Luck or Chance	5. "B", Rui, Andrea, Reece, "A", Bec, Jacqueline	Family, friends or colleagues prompt start or training, or random
8.	Adventure, Play, or Fun	5. "B", Reece, Bec, "A", Rui	Martial arts films, martial arts books, training outdoors
9.	Overcoming Fear	4. "B", Reece, Jacqueline, "A"	Bullying, sexual violence, finding courage
10.	Overcoming Anxiety	1. Bec	Social situations of comparison, competition

#### 4.2 Character Strengths

As the participants evolved into teachers, a *search for a personally and socially meaningful impact*. This led to an *intrinsic motivation to teach* and here, nine character strengths emerged (\*). Some strengths appeared to be embedded in others, for example *Empowering* sitting within *Leadership* and *Responsibility*, *Honour* and *Teamwork* in *Service*. Meanwhile, other strengths overlapped, for example, *Curiosity* and *Creativity*, and *Compassion* and *Love*. The character strengths also did not seem to develop in isolation of each other. In reality, each one supported the gradual development of the other(s):

**Table 2: Mapping of Intrinsic Motives to Teach**

	Strength	Interviewees	Related Terms
1.	Responsibility	7. "B", Reece, "A", Andrea, Rui, Jacqueline, Bec	
2.	Honour	7. "B", Reece, "A", Andrea, Rui, Jacqueline, Bec	Integrity, group ethics, loyalty, honour
3.	Empowerment	5. Reece, Andrea, Bec, "A", Rui	Encouraging, inspirational, advocating, championing
4.	Creativity*	4. "B", Reece, "A", Andrea	Innovation
5.	Curiosity*	4. "B", Reece, "A", Andrea, Rui	Love of learning, desire to know how things work
6.	Love *	4. Bec, "A", "B", Rui	Passion for martial arts
7.	Service*	3. Bec, Reece, Andrea	Making a positive difference
8.	Protection	3. Reece, "A", Jacqueline	Desire to protect others physically

9.	Perseverance*	3. "B", "A", Jacqueline	"Never give up"
10.	Discipline	3. Reece, Jacqueline, Bec	Traditions, rituals, etiquette
11.	Teamwork	3. Andrea, Rui, Bec	Working together
12.	Humility	3. Reece, Andrea, Rui	No Ego
13.	Mastery*	3. "B", Reece, Rui	Achieving excellence
14.	Leadership*	2. Reece, Andrea	
15.	Optimism*	2. Andrea, Rui	Positivity, Positive Outlook
16.	Approachable	2. Andrea, Rui	Friendly, open, social skills
17.	Healing	1. "A"	Therapeutic process, overcoming pain
18.	Self-Control	1. Jacqueline	Physical and emotional control
19.	Compassion*	1. Andrea	Caring for others

#### 4.3.1 Theme 1 - Perseverance

The ability to **persevere in different circumstances** was a strength that all participants began learning at the very start of their training path. Acquiring basic skills requires practice and patience, regardless of the martial art or self-defence system. Two participants mentioned the repetitive nature of this early learning process:

*"Karate is boring at first, it's like learning to walk again. The basics are fundamental and not many people have the will to stick it out." ("B", lines 473-474)*

*"We did stances up and down the dojo, standing, punching, kicking up and you didn't do a kata and you didn't do sparring. You did basics forever." (Jacqueline, lines 2082-2085)*

Three of the participants' own teachers were careful not to fast track their students in grading. Instead, the participants had to **cultivate humility by learning how to wait** until they were told they were ready to progress:

*"They wouldn't let you grade, you know you weren't allowed to go for grading every 3 months." (Jacqueline, lines 2130-2133)*

*"For me it was fourteen years (to reach black belt)." (Rui, line 3159)*

*"I've had to learn that a good trainer can see before you what you're capable of. So there was trust in that." ("A", lines 1839-1840)*

Participants also had to learn to **adapt their training rhythm to the natural transitions of life**. For two female participants, this included pregnancy and childbirth:

*"Women can train up to a certain point but once they get married and start having children, they tend to stop learning martial arts whereas in the same family, the husband would continue to learn martial arts because typically women will stay home with the kids." (Andrea, lines 2811-2816)*

*"I've had a lot of ups and downs in my life. I got married, my husband left me and our child was only 3. I had all of that but through all of that, I continued training in karate because that was my go-to place." (Jacqueline, lines 2235-2238)*

Two participants faced tragic losses along the way, forcing them to **find new depths of perseverance and courage**:

*"I'd never seen a woman black belt. They were all men and I just said oh mum, women don't get black belts and she looked at me and said but yes, you will. And that's the last thing she said to me because when I got back (from grading) she'd obviously gone to sleep and had a massive heart attack and died without warning really." (Jacqueline, lines 2185-2189)*

*"I had a good long grieving period after he (coach and mentor) had died and the self-defence was sort of, making a decision about the course was kind of me saying, I think I'm ready to take on something new here." (Bec, lines 1323-1325)*



As a teacher, perseverance acquired during training can translate into having **patience with a student's learning process**, as one participant found:

*"Sometimes trying to explain something to get complete understanding from everybody can take time. When I say time, I mean two or three minutes. Two or three minutes in a quiet class is quite a long time... I wasn't going to shout over the top of them, there's no point." ("B", lines 212-214, 227)*

A persevering nature can also **assist ongoing technical development** and understanding new techniques, as the same participant found:

*"I must have spent about six months figuring out what one particularly odd technique meant. And I asked my students what the technique was, what they thought it was, and they didn't have a clue. Then we were doing some freestyle on a Sunday... there was that moment of clarity." ("B", lines 430-436)*

This participant also witnessed **perseverance in their students**, noticing who will stay and who will go after the initial excitement wears off:

*"The students that have come and gone, they've been all fired up with, must learn karate, want to learn karate. And I don't think they realise what hard work it is. Some students just get locked into it and they keep turning up. And you can see the development in what's happening to them as people." ("B", lines 464-467)*

Perseverance also matters when **attracting new students**, as one participant discovered:

*"Since I've been there, I've been a subtle driving force for trying to get a recreational element to it. And slowly but surely but surely within the adults recreational class that I go to we've got a hub of women that... I mean when I was the only woman for years and years and years. We've got a group, Claire, I think we've got a group of maybe of somewhere between 6 and 10, no 6 and 9 that come regularly." (Bec, lines 1194-1199)*

Moving through **difficult times with students** can also bolster perseverance and perspective. As one participant pointed out, a teacher won't always succeed:

*"Yes, there is some difficulty in all professions, in all of our life sometimes when it's really hard. For example, you have one student who has a specific goal and he can achieve that goal but he didn't achieve that goal because he didn't have success sometimes. You have to think, it's the problem with me, it's me who didn't make a good plan for them. I failed, it's my fault, it's not his fault. All these questions. Sometimes it's hard but life is like this. Sometimes you have success and other times we don't." (Rui, lines 3211-3217)*

#### 4.3.2 Theme 2 - Creativity

Martial arts can attract creative minds, particularly those who can **persevere and identify patterns in movement** as one participant expressed:

*"Yes, because I'm looking at things and I'm thinking, what is that? What is it that makes that technique a fighting technique as opposed to a formalized set of movements in a kata? I always keep coming back to that. How can that be put into context?" ("B", lines 91-94)*

The **complementary skills of feeling and visualisation** are important for both students and teachers of movement, as this participant suggested:

*"I've got a visual mind, I used to practice all my karate going to work on the train, in my head. And I think this is how I can unravel techniques visually, just by seeing somebody move. Because I can imagine myself in that technique doing multiple different things without physically doing it. It's weird. It's almost like I see a movie of myself in the sequence." ("B", lines 360-364)*

This particular participant's creative understanding of the body in movement eventually led to a more **creative teaching style**:

*"I wasn't trying to copy my instructor. I've got my own ideas about how to do this, how to train and turn, use my voice to get the people in lines to do the techniques at the correct speed, to slow the technique down. So, when I'm counting through*

*kata, I might go, "ichi, ni, san, shiiii, gooo, roku!" And if it's a manic workout, I'll count really fast and really loud, because that would instill a sense of urgency and kick off the adrenalin in the students." ("B", lines 196-204)*

For others, like this participant, **creativity can evolve** beyond the dojo to share martial arts lessons and personal experiences in less traditional ways:

*"The blog I guess I started 6 years ago. It's just been a great outreach for me. It's a great relief for me as well. I get to share experiences from my own life that I think people can learn from and I get to tell them how I applied martial arts to an experience or how I applied positivity to give other people ideas about how to cope with some of the things in their lives. And from there it just grew." (Andrea, lines 2773-2778)*

#### 4.3.3 Theme 3 - Mastery

Several of the participants demonstrated signs that some teachers are motivated by a desire for mastery. Alongside the acquisition of technical competence, **embodied movement** in particular was seen as an important aspect of mastery in martial arts and self-defence. One participant explained how mastery evolves when the **teacher decides to rebel**:

*"You become a teacher and you start to embody that and the other values. Once you reach that level of mastery, you start to break the rules and you're not frightened to do it. And those who follow dogmatically follow the rules around the technique, these will be your Sensei types. If you've ever met a master, and not just one who is labeled a master but who is a true master, they'll break the rules. They will start to think about what works and what doesn't and what needs to be changed." (Reece, lines 954-960)*

The same participant explained that mastery is also a personal pursuit. There is the act of becoming a "true master" in the sense of creating one's own path, and the **process of mastering** a personally meaningful aspect of oneself:

*“I have from the early days of being exposed to violence and being a victim of it to coming around full circle and having nothing to fear from it. I think that yes, I’ve mastered that part.” (Reece, lines 982-984)*

Another participant inferred the importance of **mastering values within oneself**, not only in competition but also in life:

*“A champion is not about winning, a champion is to be, to care about the other persons. It’s a champion in life, not just a champion in sport, not just a champion in competition. He’s a champion in life. So this is something really remain with me for all my life because the champion is not the guy who goes to the first place in the competition. The champion is something, who has values in all of his life.” (Rui, lines 3295-3300)*

For several participants, mastery of oneself and the achievement of one’s goals or aspirations over a long period of teaching led to a kind of contentment and ease. This left **less overt desire to achieve more**, as one participant shared:

*“I don’t know how to exactly answer your question, what will happen to me in five or ten years later? I really don’t know. I’m living now this year and I don’t have any expectations for the future.” (Rui, lines 3270-3273)*

Another participant highlighted the need to **retreat and turn inwards** for experienced teachers or masters, as well as **just “do” and “be”**. There appears to be less desire to share and a more personal and quieter experience of where they are heading next:

*“I think it’s not a linear progression for me at all. I think I’m going to step backwards. I think there may be some regression, some turning inwards, some inflection, some introspection. I think the journey for me is more of an inwards journey than a linear progression. I’m not chasing belts. I’m not chasing ranks or numbers of students. I still want to see what I can be. I feel called back to the origins of my roots. I want to immerse myself in doing and being.” (Reece, lines 988-993)*

#### 4.3.4 Theme 4 - Curiosity

Curious minds may be called to **share what they are learning** with others. Two participants experienced this with colleagues and friends:

*“Because I had had formal karate training and I was learning Aikido at the time they were looking to me to give them new stuff. Everything came out and their eyes were wide open, like this was brilliant.” (“B”, lines 253-255)*

*“I had been advising and teaching people that I met that would ask me a question. So if someone unleashed me by asking a question that would be it. I’d be lecturing them, teaching them, instructing them, doing that. And I’ve been like that pretty much my whole life if somebody wanted to listen or even if they didn’t sometimes. But it hadn’t really occurred to me to become a martial arts or self-defence instructor at that point.” (Reece, lines 824-830)*

As a teacher, one participant alluded to **encouraging curiosity in students** by asking them to teach what they are learning with others:

*“I try and do this now in the dojo, even get green belts to teach a white belt, just a stance, because you really analyse yourself and I think that’s really, you know you’ve got to do it right as people are watching you.” (Jacqueline, lines 2323-2326)*

Opportunities to teach can ultimately inspire students to embark on a teaching path:

*“So when you’re in a program or sort of raised through a martial art where teaching is a part of it then I think that inspires people to continue to teach.” (Andrea, lines 2916-2917)*

This was certainly the case for one participant, who made a life-long vocation and career out of his martial art:

*“My teacher, my coach, when all the teenagers were about 16 years old he gave us the opportunity to stay with him in the dojo in the kids classes, in the beginners and*

*help him with the kids. So when I was helping him from the first time I realised I really really love and have a passion to be with the kids.” (Rui, lines 3093-3096)*

#### 4.3.5 Theme 5 - Service

While some teachers do need to make a living, several of the participants found themselves teaching voluntarily in order to **gain experience and serve**.

*“As newly minted black belts, we had a couple of things in mind. We wanted to have more experiences as teachers and we weren’t really ready to start a dojo or to charge people for coming to classes. So we thought a middle ground would be, we can get experience in our teaching and help our community at the same time.” (Andrea, lines 2699-2702)*

Service can also be a practical choice to gain more experience:

*So I was asking myself, how do I get more judo in my life and this is when their club was starting up and whilst I didn’t for one moment want to tick the box by saying I think I’ll do some schools volunteering, that is how it, I’m like it ticks the box.” (Bec, lines 1243-1246)*

Service and the **sense of responsibility for people** that accompanies it can also be hard to leave behind:

*“It was really relationships that kept us going. It was families because some of these kids kept coming for all those years so it was like, how do you walk away from all of that?” (Andrea, lines 2717-2719)*

#### 4.3.6 Theme 6 - Compassion

People can be motivated to teach because they **care about others and feel called to act in a positive way**, as one participant shared:

*“My commitment to making the world a better and more positive place really began back then, because I recognized that without compassion, without*

*understanding other people that I can't make positive changes in people's lives."  
(Andrea, lines 2731-2733)*

Being **able to relate to the pain or suffering of others**, perhaps as a result of one's own difficult experiences, can add another layer to this compassion:

*"My belief is that if you've been in a minus ten situation, you've got to get to a plus ten. So if you look at the sexual violence that I'm working with, I want the violence to become managed and I want the sexual part for people to not fear it but enjoy it, and for it to be a beautiful part of their lives not this fear and horrible thing." ("A", lines 2025-2029)*

#### 4.3.7 Theme 7 - Leadership

The teacher as leader is a person who inspires. For one participant, **inspiration matters** even at the highest level in situations of life and death:

*"So the military turned me into a teacher and honed those abilities to lead people, to inspire people. If you're trying to get people to run into combat and possible death, it's pretty hard to do that as some kind of a middle level leader of people. You really have to inspire and that's what the military did for me." (Reece, lines 871-875)*

Leadership as a teaching strength is **always about the students first** and doing what you can to better their lives, as another participant expressed:

*"Not everyone thinks about teaching as leading but really you are leading other people. So it's important to keep in mind leadership concepts, which really are, it's not about you, it's about them. And when you think about things that way, in other words when you go to class to teach, this is not about you being a great teacher or you being able to teach things that people don't know. It's about the other person and what they're actually receiving from you." (Andrea, lines 2876-2881)*

Leadership also requires the ability to **communicate effectively and work with others**. This requires self-awareness, self-control, and humility; all states

cultivated in earlier training. One participant suggested the need for **compromise for the sake of harmony** in the dojo:

*“We were both leaders, so we had to figure out how we, because we would have conflict with each other in class sometimes because we would both want to teach a certain thing and the other one planned something else. So we had to learn how to work together. Ok, you be the leader and I’ll support you in class.” (Andrea, lines 2855-2858)*

For one participant, **leadership must be embodied** in the martial arts and self-defence. It isn’t something that can be faked:

*“It’s (leadership) in the embodiment. It’s not just as shallow as, do you sound like an instructor, do you look like an instructor. A lot of people search for this authenticity... (Reece, lines 879-881)*

#### 4.3.8 Theme 8 - Optimism

An **optimistic outlook** of varying degrees was present in all of the participants’ experiences. Quite possibly, this starts with an **open mind**. One participant explained that seeing opportunities can shift a person’s perspective:

*“Don’t waste an opportunity, see an opportunity in everything that is going on. Because that will improve the way you look at things.” (“B”, lines 553-555)*

An optimistic outlook coupled with **perseverance and sincere effort** can matter when it comes to outcomes, at least for one participant:

*“I think the most important lesson is that if I try, I will succeed. Success looks different to different people but when you have a goal and you actually give 100% and work toward it, which kind of links back to what I talked about when we started this interview, you will find success. I mean, I never thought I would be a martial art magazine writer. I’ve written greeting cards that have been published, I’ve written two books. I really never planned to do any of that but every time I thought of doing it, I told myself if I apply myself and follow through I can do it.*



*And that's the biggest lesson that I've learned in martial arts." (Andrea, lines 2966-2973)*

Even when faced with setbacks, the **ability to accept the sudden change and redirect one's path** requires an optimistic outlook, as one participant found following an injury that ended his competitive career. Instead of giving up, he allowed his adversity to transform him into an Olympic coach to others:

*"I arrived to twenty four years old, there was a really serious injury in my knee. I have several surgeries on my knee so I had to stop competing. And when I was twenty five I had to just focus on teaching and nothing more about judo competition." (Rui, lines 3105-3108)*

A similar kind of optimism was present in other painful experiences of participants mentioned earlier, such as overcoming the fear of being bullied or the trauma of sexual assault and transforming those experiences into **teaching as a way to heal, protect, and support others**.

#### 4.3.9 Theme 9 - Love

Nearly all of the participants spoke about **love as a key motive** to teach and continue teaching many years later. As one participant said:

*"You've just got to love it. You can't imagine not doing it." ("B", line 322)*

The same participant showed up to teach **regardless of how many students are there**, and even when there were none:

*"Last week it was just me, but it was a brilliant session! I was knackered at the end and I still ran over by ten minutes which is bizarre." ("B", lines 484-486)*

For some participants, it was **love at first sight** with their martial art, not only as an embodied experience but also a practice to watch:

*"I'm constantly fascinated by the entire art and I think it's a beautiful thing and it's amazing to watch." (Bec, lines 1142-1143)*

The same participant spoke bluntly of **love as a non-negotiable element of teaching:**

*"You're not going to teach it if you don't love it. If you don't love it you have no business teaching it." (Bec, lines 1574-1575)*

Perhaps what makes the most difference to a teacher who loves his or her martial art or system of self-defence is the **combination of love with the enjoyment of working with people:**

*"I think for teaching or coaching, you must love it. You must really really like to work with people and teach people. You must have a gift, you must feel it, you must have a passion for teaching. Not everyone has this skill to teach and to love to teach. The most important thing in all professions, you need to love what you do." (Rui, lines 3194-3198)*

As the same participant said, each student is ultimately following his or her own mission, and it is the (loving) **teacher's role to guide them** to the best of their ability on this path:

*"Some of the students just want to get a new grade in the belt for example and learning more. Another might want to go in a competition and have goals like be national champions. And another might want to participate in the Olympic games, for example. So the strategy and the commitment of these persons are totally different. We can have all these students in the same class and the individual goals are really really important to the persons to have success at the end of the season. (Rui, lines 3035-3041)*

At the end of my research study, I was left wondering if it is love of what we teach that makes possible all of the other teaching strengths. Could it be that loving what we teach is what reveals or amplifies our other strengths? Or is it the

process of acquiring these strengths through positive and negative events over time that makes the act of teaching meaningful and worthwhile?

## 5.0 Discussion

Smith (2004) states that the primary aim of IPA is to shed light on existing research and make a contribution to psychology. It is important to discuss the findings of a study in relation to the existing research (Smith, 2004). At the same time it is impossible for the researcher to fully understand the participants' experiences due to the double hermeneutic bind of how *they* interpret these and how the *researcher* interprets their interpretation (Smith, 2004). My role in this study was not to verify or negate either the participants' words or the existing literature but rather analyse the data that the research question produced (Smith, 2004).

While motivational theories such as SDT (Deci and Ryan, 2000) were highly relevant to the participants' *motivation to train*, and positive and negative events and emotions such as hope and fear (Coker, 2016) could motivate a person's *motivation to start*, during the thematic analysis my attention was drawn toward the character strengths of the research participants. Regardless of whether the participant was an experienced or newly-qualified teacher, I sensed a common value system. I found myself questioning if martial arts and self-defence teachers were ***intrinsically motivated*** by character strengths inherent prior to their training, or if these strengths were developed as a result of training. In other words, does the practice of martial arts and self-defence shape our character, or is it our character that is drawn to martial arts and self-defence? I suspected it was a combination but this opinion was impossible to verify as no research questions were posed on participants' lives before the motivation to start.

Whilst positive psychology is an emerging science, as a martial artist I have found its philosophical underpinning familiar. Hackney (2010) also found this to be the case in his research on martial arts virtues and their relation to positive psychology character strengths (Peterson and Seligman, 2014). He has suggested

a need for further research on martial arts and positive psychology. This echoes an earlier research gap reported on mind-body-spirit and philosophical underpinning in martial arts participation (Jones et al., 2006). Martial artists often speak of the positive impact of martial arts values (Bolelli, 2008; Funakoshi, 2013; Kano, 2013) and positive psychology could offer a unified research platform and thematic framework through which to test their influence on teacher development. The unification of a scientific approach is essential given the vast number of types and styles of martial arts. Here, the link between environment, motivation to teach, and ability for teachers and students to flourish are also worth exploring. This collaboration of positive psychology and martial arts could also address teaching performance and wellbeing. Although this study did not address the lack of motivation among teachers, burnout is known to be a high risk in sport coaching domains (Kelley et al., 1999; Raedeke et al., 2000; Olusoga and Butt, 2009; Fletcher and Scott, 2010) and the link between a teacher's environment and wellbeing is worth exploring.

Another gap in my research was the role of spirituality in the motivation to teach martial arts. Martial arts is a mind-body-spirit practice (Clarke, 2011) and yet little appears to have been researched on its spiritual dimension. While spirituality is a positive psychology character strength (Peterson and Seligman, 2014), it is also an integral part of Eastern martial arts that have religious origins in Zen and Buddhism, which have led to the parallel practices of meditation and mindfulness in some martial arts such as Seido karate. I was surprised that no participants who teach martial arts explicitly mentioned spiritual practice as a motive, however one (Jacqueline) did allude to the comfort she found in martial arts rituals, such as folding her suit (*lines*), and one (Reece) also referred to the comfort of bowing and lining up rituals in class (*lines*).

There could also be a potential link here between spirituality, embodiment, healing, and the motivation to teach or instruct self-defence. As one participant suggested ("A", lines 1863-1875), self-defence could be an ideal practice for victims of crime to pursue after initial grounding work in psychotherapy. Research does exist on self-defence and the centrality of embodiment in the

empowerment process for women and girls (Thompson, 2014), however it could be interesting to explore this in relation to a wider spiritual theme. I propose this also based on my own experience of such healing and empowerment through martial arts and self-defence, which I documented in my bracketing exercise.

Interestingly, the participants barely mentioned their belt colours or ranks, or self-defence grades. This suggests that goal attainment as motivation is less important or overlooked on the teacher's journey. One participant mentioned goal setting in relation to his students but not to himself (Rui, lines 3033-3042). Perhaps the desire to achieve diminishes as a teacher progresses on his or her path, or could it be that a teacher loses sight of their own aspirations? A longitudinal study to explore this could be a logistical challenge but further research could be conducted on motivation among experienced teachers. Could they be driven more by the day-to-day experiences of their martial art and/or self-defence system, as two participants ("B", lines 506-507; Rui, lines 3294-3296) appeared to be? Are they seeking space to retreat, as one participant found (Reece, lines 998-1003)? Or are they now seeking longevity and health, as two other participants ("B", lines 5077-509; Jacqueline, lines 2474-2473) expressed?

Finally, as a first-time researcher of IPA, there are skills I have yet to develop that could have made a difference to this research. One is the ability to probe deeper on participant biases, attitudes and beliefs during the interviews. I could have also designed and completed an exit bracketing exercise on my blog, *Inner Sensei*, to contrast my entry bracketing exercise and examine further what I had learned. For example, which biases identified, and which attitudes and beliefs might have shifted. This did occur in the reflexive journal, however a bracketing exercise could have provided a more concise structure rather than an intuitive one.

## 6.0 Conclusion

This research questioned what motivated people to teach martial arts and/or self-defence. Using a qualitative method of IPA, seven teachers of martial arts and self-defence from an existing network were interviewed, including four females and three males. All were aged in their forties and fifties, and interviewed in person or online. The participants varied in terms of number of years of teaching experience, ranging from two newly-qualified instructors of self-defence embarking on their teaching journey to five practitioners and teachers each with over thirty years of experience in martial arts and/or self-defence who had taught for a minimum of ten years.

The thematic analysis and coding on the motivation to teach martial arts and/or self-defence were informed by three theoretical frameworks: self-determination theory (Deci and Ryan, 2000), motivational atmospheres (Keegan et al., 2010), and positive psychology character strengths (Peterson and Seligman, 2014). This revealed the development of nine character strengths that could motivate people to teach martial arts and/or self-defence. These strengths are: *Perseverance*, *Creativity*, *Mastery*, *Curiosity*, *Service*, *Compassion*, *Leadership*, *Optimism*, and *Love*. The analysis suggests that these strengths emerge from positive and negative experiences, such as hope and fear. They appear to develop in combination with each strength enhancing the development of another. For example, curiosity can aid creativity, while creativity is an important stepping-stone to mastery.

The journey of a martial arts and self-defence teacher appeared to be an extrinsically motivated one triggered by positive and negative events in the participants' social environments. As the teacher within them took shape, intrinsic motivation to train and develop, and the desire to make a positive and meaningful impact on the lives of others, then emerged.

This research is hopefully of value to martial arts and self-defence teachers, academic researchers of martial arts and self-defence, and those who employ or train martial arts and self-defence teachers. Future researchers could be inspired to study further the intersection of traditional martial arts philosophy and the

philosophical underpinning of positive psychology to better understand the character strengths that motivate today's martial arts and self-defence teachers. Future research could also shed more light on the difference between the motivation to teach, instruct, coach, and master martial arts.

## References

Allen-Collinson, J. (2009). 'Sporting embodiment: sports studies and the (continuing) promise of phenomenology.' *Qualitative Research in Sport and Exercise*, 1(3), pp. 279-296.

Averill, J. R., Catlin, G., & Chon, K. K. (1990). *Recent research in psychology. Rules of hope*. New York, NY, US: Springer-Verlag Publishing.

Bandura, A. (1977). 'Self-efficacy: toward a unifying theory of behavioural change.' *Psychological Review*, 84(2), pp. 191-215.

Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.

Bayir, A., Lomas, T. (2016). 'Difficulties generating self-compassion: an interpretative phenomenological analysis.' *The Journal of Happiness and Well-Being*, 4(1), pp. 15-33.

Bess, J.L. (2016). 'The motivation to teach.' *The Journal of Higher Education*, 48(3), pp. 243-258.

Bogdal, D.R.; Syska, J.R. (2002). 'Wiek, wykształcenie i staz treningowy jako czynniki różnicujące główne motywy uprawiania karate.' *Wychowanie fizyczne i sport*, 3, pp. 387-395.

Bolelli, D. (2008). *On the warrior's path: philosophy, fighting, and martial arts mythology*. Blue Snake Books: California, USA.

Breese, H.P. (1998). *Participation Motivation in ITFNZ Taekwon-Do. A Study of the Central Districts Region*. Bachelor's Thesis, Massey University, Palmerston North, New Zealand.

Brown, C. J., Webb, T. L., Robinson, M. A., Cotgreave, R. (2018). 'Athletes' experiences of social support during their transition out of elite sport: an interpretive phenomenological analysis.' *Psychology of Sport and Exercise*, 36, pp. 71-80.

Callary, B., Rathwell, S., Young, B. (2015). Insights on the process of using interpretive phenomenological analysis in a sport coaching research project. *The Qualitative Report*, 20:2, pp. 63-75.

Clarke, M. (2011). *Shin gi tai: karate training for body, mind, and spirit*. YMAA Publication Office: Wolfboro, United States.

Coker, R.M. (2017). *Personal safety, security and self-defence: the official textbook of the UK Self-Defence and Martial Arts Guild*. UKSDMAG: Leighton Buzzard, UK.

Coker, R. (2016). *The two faces of hope: hope positive and hope negative – a polar perspective*. Bucks University Knowledge Archive.

Columbus, P.J., Rice, D. (1998). 'Phenomenological meanings of martial arts participation.' *Journal of Sport Behavior*, 21(1), pp.16-29.

Corral-Verdugo, V., Tappia-Fonllem, C., Ortiz-Valdez, A. (2015). 'On the relationship between character strengths and sustainable behavior.' *Environment and Behavior*, 47(8) 877–901.

Deci, E.L., Ryan, R.M. (2000). 'The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior.' *Psychological Inquiry*, 11, pp. 227–268.



Deci, E.L., Ryan, R.M. (2000). 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being.' *American Psychologist*, 55(1), pp. 68-78.

Eccles, J.S., Wigfield, A. (2002). 'Motivational beliefs, values, and goals.' *Annual Review of Psychology*, 53, pp. 109-132.

Finlay, L. (2002). 'Negotiating the swamp: the opportunity and challenge of reflexivity in research practice.' *Qualitative Research*, 2(2), pp. 209-230.

Fletcher, R., Milton, M. (2007). 'Being aggressive: an interpretative phenomenological analysis of kung fu practitioners' experience of aggression.' *Journal of the Society for Existential Analysis*, pp. 1-21.

Fletcher, D., Scott, M., (2010). 'Psychological stress in sports coaches: a review of concepts, research, and practice.' *Journal of Sports Sciences*, 28(2), pp. 127-137.

Fredrickson, B. (2001). 'The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions.' *American Psychology*, 56(3): 218-226.

Fredrickson, B. (2009). *Positivity*. Three Rivers Press: USA.

Funakoshi, G. (2012). *The twenty guiding principles of karate: the spiritual legacy of the master*. Kodansha: USA.

Funakoshi, G. (2013). *The essence of karate*. Kodansha: USA.

Gagne, M., Deci, E. (2005). 'Self-determination theory and work motivation.' *Journal of Organizational Behavior*, 26, pp. 331-362.

Glesne, C., Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.

Hackney, C. (2010). *Martial virtues: lessons in wisdom, courage, and compassion from the world's greatest warriors – the role of martial arts in character development*. Tuttle Publishing: USA.

Hannak, R.; Nabit, U. Psychologische Aspekte im Judo. *Praxis der Psychologie im Leistungssport*; Gabler, H., Eberspächer, H., Hahn, E., Kern, J., Schilling, G., Eds.; Bartels & Wernitz: Berlin, Germany, 1979; pp. 43–50.

Hartl, J.; Faber, U.; Bögle, R. (1989). *Taekwon-Do im Westen; Interviews und Beiträge zum kulturellen Schlagabtausch*. Mönchseulen-Verlag: München, Germany.

Hefferon, K., Ollis, S., (2006). 'Just clicks': an interpretive phenomenological analysis of professional dancers' experience of flow.' *Research in Dance Education*, 7(2), pp. 141-159.

Hefferon, K., Grealy, M., Mutrie, N. (2010). 'Transforming from cocoon to butterfly: the potential role of the body in the process of post-traumatic growth.' *Journal of Humanistic Psychology*, 50(2), pp. 224-247.

Hefferon, K., Grealy, M., Mutrie, N. (2007). 'The perceived influence of an exercise class intervention on the process and outcomes of post-traumatic growth.' *Mental Health and Physical Activity*, 1, pp. 32-39.

Higgins, E. T. (2012). *Oxford series in social cognition and social neuroscience. Beyond pleasure and pain: How motivation works*. New York, NY, US: Oxford University Press.

Higgins, C. (2017). *Cherry blossom dojo: the way of inner strength*. Kindle Direct

Higgins, C. (2019). *Inner sensei: reflections on martial arts and self-defence*.

[www.innersensei.wordpress.com](http://www.innersensei.wordpress.com)

Iso-Ahola, S.E., St. Clair, B. (2000). 'Toward a Theory of Exercise Motivation.' *Quest*, 52, pp. 131-147.

Japan Karate Association (JKA) website: [www.jka.or.jp/en/about-jka/philosophy](http://www.jka.or.jp/en/about-jka/philosophy)

Jeffrey J. Martin (2011) Qualitative research in sport and exercise psychology: observations of a non-qualitative researcher, *Qualitative Research in Sport, Exercise and Health*, 3:3, 335-348.

Jones, G.W., Mackay, K.S., Peters, D.M. (2006). 'Participation motivation in martial artists in the West Midlands region of England.' *Journal of Sports Science and Medicine*, 5, pp. 28-34.

Kano, J. (2013). *Mind over muscle: writings from the founder of judo*. Kodansha: USA.

Kashdan, T. Biswas-Diener, R. (2014). *The upside of your dark side: why being your whole self – not just your “good” self – drives success and fulfillment*. Plume: NY, USA.

Keegan, R., Harwood, C.G, Spray, C.M., Lavalley, D. (2014). 'A qualitative investigation of the motivational climate in elite sport.' *Psychology of Sport and Exercise*, 15, pp. 97-107.

Keegan, R., Spray, C.M., Harwood, C., Lavalley, D. (2010). 'The motivational atmosphere in youth sport: coach, parent, and peer influences on motivation in specializing sport participants.' *Journal of Applied Sport Psychology*, 22(1), pp. 87-105.

Kelley, B.C., Eklund, R.C., Ritter-Taylor, M. (1999). 'Stress and burnout among collegiate tennis coaches.' *Journal of Sport and Exercise Psychology*, 21(2), pp. 113-130.

Kelson, B., Liang, Hsin-Yi (2018). 'Role of the big five personality traits and motivation in predicting performance in collaborative presentations.' *Psychological Reports*, 0(0), pp. 1-18.

Ko, Y. and Kim, Y. (2010), 'Martial arts participation: consumer motivation.' *International Journal of Sports Marketing and Sponsorship*, 11(2), pp. 2-20.

Koseoglu, Y. (2014). 'Academic motivation and the big five.' *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(3), pp. 344-351.

Lazarus, R.S. (1991). 'Progress on a cognitive-motivational-relational theory of emotion.' *American Psychologist*, 46(8), pp. 819-834.

Lazarus, R.S. (2000). 'How emotions influence performance in competitive sports.' *The Sport Psychologist*, 14, pp. 229-252.

Maehr, M. L., Sjogren, D.D. (1971). 'Atkinson's Theory of Achievement Motivation: First Step Toward a Theory of Academic Motivation?' *Review of Educational Research*, 41(2), pp. 143-161.

Martin-Krumm, C., Sarrazin, P., Peterson, C. Famose, J.P. (2003). 'Explanatory style and resilience after sports failure: personality and individual differences.' *Elsevier*, 35(7), pp. 1685-1695.

McClelland, D.C. (1961). *The Achieving Society*. The Free Press: USA.

McFadden, K., McHugh, T.L.F. (2017). "I kinda feel like wonder woman": an interpretative phenomenological analysis of pole fitness and positive body image.' *Journal of Sport and Exercise Psychology*, 39, pp. 339-351.

Meyer, M., Bittmann, H. (2018). 'Why do people train martial arts? Participation motives of German and Japanese karateka.' *Societies*, 8(4), 128, pp. 1-19.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Neher, A. (1991). 'Maslow's theory of motivation: a critique.' *Journal of Humanistic Psychology*, 31(3), pp. 89-112.

Niemiec, C.P., Ryan, R.M. (2009). 'Autonomy, competence, and relatedness in the classroom: applying self-determination theory to educational practice.' *Theory and Research in Education*, 7(2), pp. 133-144.

Olusoga, P., Butt, J. (2009). 'Stress in elite sports coaching: identifying stressors.' *Journal of Applied Sport Psychology*, 21, pp. 442-459.

Overton, M.D. (2017). *Living it in the day to day: narratives of advanced martial artists*. Tennessee Research and Creative Exchange, University of Tennessee, Knoxville.

Oyserman, D., Destin, M. (2010). 'Identity-based motivation: Implications for intervention.' *The Counseling Psychologist*, 38(7), pp. 1001-1043.

Parry, J., Robinson, S., Watson, N., Nesti, M. (2007). *Sport and spirituality: an introduction*. Routledge: Oxon, UK.

Peterson, C., Seligman, M.E.P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC, US: American Psychological Association; New York, NY, US: Oxford University Press.

Pietkiewicz, I., Smith, J. (2012). 'A practical guide to using interpretative phenomenological analysis in qualitative research psychology.' *Czasopismo Psychologiczne*, 18(2), pp. 361-369.

Raedeke, T.D., Granzky, T.L, Warren, A. (2000). 'Why coaches experience burnout: a commitment perspective.' *Journal of Sport and Exercise Psychology*, 22(1), pp. 85-105.

Rasskazova, E., Ivanova, T., Sheldon, K. (2016). 'Comparing the effects of low-level and high-level worker need-satisfaction: a synthesis of the self-determination and Maslow need theories.' *Motivation and Emotion*, 40(4), pp. 541–555.

Reichardt, C.S., Rallis, S.F. (1994). 'The relationship between the qualitative and quantitative research traditions.' *Wiley Online Library*, 61, pp. 5-11.

Rink, C. (2007). 'Motivationale Aspekte im Karate.' *Topics of Social and Behavioral Science in Sport*. 6th German-Japanese Symposium 19-21.09.05 in Jena; Teipel, D., Kemper, R., Okade, Y., Eds.; Sportverlag Strauß: Köln, Germany, pp. 157–163.

Patel, S.; Shukla, S.; Pandey, U. (2012). 'Participation Motives and Gender Difference in Taekwondo Players.' *International Journal of Health and Physical Education, Computer Sciences and Sports*, 6, pp. 29–32.

Ronkainen, N., Nesti, M.S., Tikkanen, O. (2013). 'Spirituality in sport – athletes' experiences and reflections.' Paper for the 2nd Czech Philosophy of Sport conference, Olomouc, 17–19 October, 2013.

Rosado, A., Araujo, D., Mesquita, I., Correia, A., Mendes, F., Guillen, F. (2014). 'Perceptions of fitness professionals regarding fitness occupations and careers: a phenomenological analysis.' *Revista de Psicologia del Deporte*, 23(1), pp. 23-31.

Ryan, R.M., Deci, E.L. (2000). 'Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions'. *Contemporary Educational Psychology*, 25, pp. 54-67.

Ryan, R.M., Huta, V., Deci, E.L. (2008). 'Living well: a self-determination theory perspective on eudaimonia.' *Journal of Happiness Studies*, 9, pp. 139-170.

Seligman, M.E. (2006). *Learned optimism: how to change your mind and your life*. NY, USA: Vintage Books.

Selye, H. (1974). *Stress without distress*.

Smith, J.A. and Osborn, M. (2003). *Interpretative phenomenological analysis*. In J.A. Smith (ed.), *Qualitative Psychology. A Practical Guide to Research Methods* (pp. 51-80). London: Sage.

Smith, J. (2004). 'Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology.' *Qualitative Research in Psychology*, 1, pp. 39-54.

Smith, J. (2011). 'Evaluating the contribution of interpretative phenomenological analysis.' *Health Psychology Review*, 5:1, pp. 9-27.

Smith, B., McGannon, K. (2018). 'Developing rigor in qualitative research: problems and opportunities within sport and exercise psychology.' *International Review of Sport and Exercise Psychology*, 11(1), pp. 101-121.

Snyder C. R. (2003), *The Psychology of Hope*. New York: Free Press.

Snyder, C. R., Irving, L. M., & Anderson, J. R. (1991). Hope and health. In C. R. Snyder & D. R. Forsyth (Eds.), *Pergamon general psychology series, Vol. 162. Handbook of social and clinical psychology: The health perspective* (pp. 285-305). Elmsford, NY, US: Pergamon Press.

Super, S., Wentink, C.Q., Verkooijen, K.T., Koelen, M.A. (2017). 'How young adults reflect on the role of sport in their socially vulnerable childhood.' *Qualitative Research in Sport, Exercise and Health*, 11(1), pp. 20-34.

Tufford, L., Newman, P. (2010). 'Bracketing in Qualitative Research.' *Qualitative Social Work*, 11:1, pp. 80-96.

Ueishiba, M. (2013). *The heart of aikido: the philosophy of takemusu aiki*. Kodansha USA.

Vallerand, R.J., Losier, G.F. (1999). 'An integrative analysis of intrinsic and extrinsic motivation in sport.' *Journal of Applied Sport Psychology*, 11, pp. 142-169.

Van den Berghe, L., Soenens, B., Aelterman, N., Cardon, G., Tallir, I.B., Haerens, L. (2014). 'Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout.' *Psychology of Sport and Exercise*, 15(4), pp. 407-417.

Watters, J.J., Ginns, I.S. (2017). 'Developing motivation to teach elementary science: effect of collaborative and authentic learning practices in preservice education.' *Journal of Science Teacher Education*, 11(4), pp. 301-321.

Weiner, B. (1985). 'An attributional theory of motivation and emotion.' *Psychological Review*, 92(4), pp. 548-573.

Wilson, P.M., Mack, D.E., Grattan, K.P. (2008). 'Understanding motivation for exercise: a self-determination theory perspective.' *Canadian Psychology*, 49(3), pp. 250-256.

Weinberg, R., Butt, J., Knight, B. (2001). 'High School Coaches' Perceptions of the process of goal setting.' *The Sport Psychologist*, 15, pp. 20-47.



Weinberg, R.S., Gould, D. (2015). *Foundations of Sport and Exercise Psychology*. Sixth edition, Human Kinetics: USA.

Zaggelidis, G.; Martinidis, K.; Zaggelidis, S. (2004). 'Comparative study of factors—motives in beginning practicing judo and karate.' *Phys. Train. Fit. Combat*, 5, pp. 1–8.

Zimmerman, B., Bandura, A., Martinez-Ponz, M. (1992). 'Self-motivation for academic attainment: the role of self-efficacy beliefs and personal goal setting.' *American Educational Research Journal*, 29(3), pp. 663-676.

## Appendix 1: Participant Information Sheet

Research Question: *How* does motivation to train change for an advanced martial artist over time, and *why*?

### **Invitation paragraph**

You are invited to take part in a research project as part of a postgraduate programme of study. Before you decide, you need to understand why this project is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or you would like more information. Take time to decide whether or not you would like to take part.

### **What is the purpose of the project?**

The purpose of this project is to present a small selection of advanced martial arts practitioner-based experiences of “motivation to train” over a prolonged period of time, and after reaching a certain level of skill (in this case, first black belt and beyond). The project will explore and highlight personal and collective themes that could shed light on how “motivation to train” in the martial arts might change for practitioners as they progress in their chosen martial art. Findings of this project will be presented in a Masters dissertation and hopefully be of some value to the research participants themselves, as well as any other members of the martial arts community who are interested in the topic of motivation for the long term.

### **Why have I been invited?**

You have been invited to participate in this research study as you meet the minimum selection criteria, which is: (1) you legitimately hold a first degree black belt or above in your particular martial art, and this is registered with a known martial arts federation or body; (2) you have trained for at least 7 consecutive years, and can connect with the topic of “motivation to train” over the long term; (3) you have developed an interest in your chosen martial art, not only as a means of physical and technical training, but also training that includes the mind and spirit (e.g. mental focus, energy management) and wider philosophy (e.g. values).

### **Do I have to take part?**

You are under no obligation to take part in this study. If, after reading this information sheet and asking any additional questions, you do not feel comfortable taking part in the study you do not have to. If you do decide to take part you are free to withdraw from the study at any point, without having to give a reason. If you do withdraw from the study you are free to take any personal data with you and this will not be included when the research is reported. If you

decide not to take part or withdraw from the study it will not affect your relationship with any of the staff at the Manchester Metropolitan University.

If you do decide to take part you will be asked to sign an informed consent form stating your agreement to take part and you will be given a copy together with this information sheet to keep.

### **What will happen to me if I take part?**

During the research process, you will be asked open ended questions about your experiences of motivation at different phases of your learning process, from white and coloured belts to black belt and beyond. The interview process will encourage you to reflect both deeply and broadly on particular phases and turning points in your “motivation to train”, which may be personally rewarding and insightful if you have not had the opportunity to do this before, or if you wish to build on earlier efforts in this regard.

As the researcher posing questions, and also an advanced martial arts practitioner myself, I will be genuinely interested in and honoured by the answers and insights you choose to share, as I understand that such reflection can be an important contribution to any martial arts practitioner’s path. For this reason, you will be sent the key research questions in advance to reflect on alone. These questions and your answers will guide the rest of the interview questions. Please bear in mind that you are not obliged to answer any questions if you do not wish.

The interview will take one hour and will be scheduled at a time of mutual convenience. Ideally, it will take place in your regular training space, either before or after your training session if access at that time is possible. With your prior permission, I would also like to observe you in training and may wish to take photos or videos of your training process. This observational and visual documentation would need your full permission as well as that of your teacher or anyone above you who may be in charge of the space, or has the right to approve or disapprove.

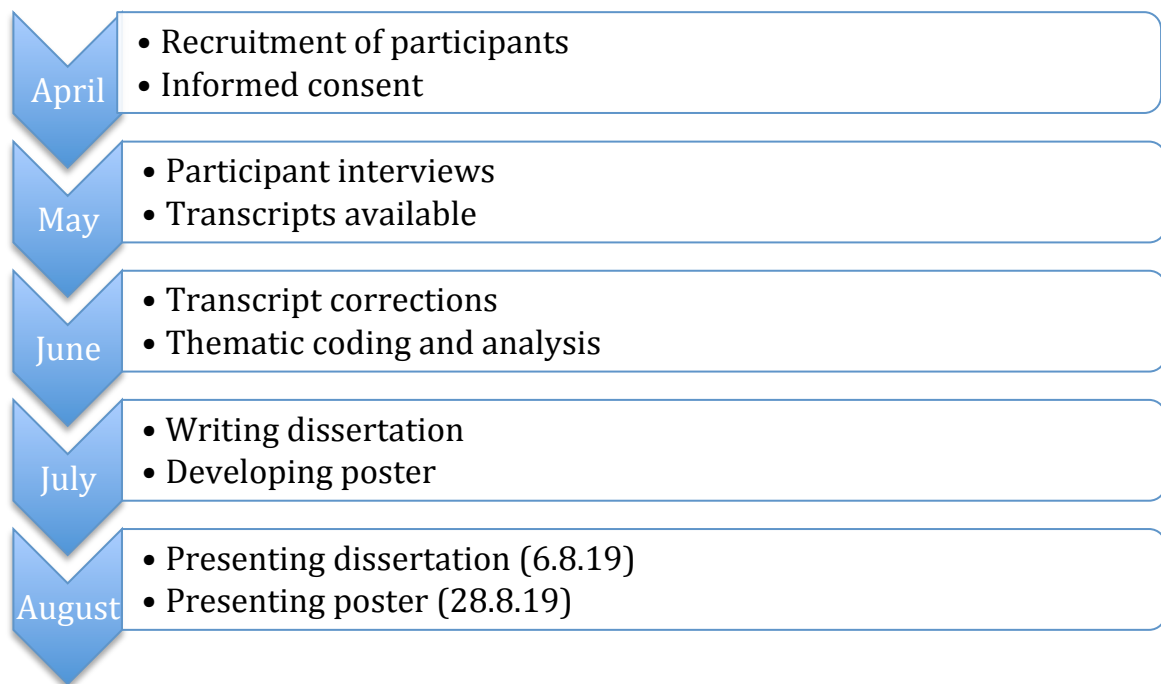
Should it not be possible to observe or visually document your training, this will not hamper your participation in the research project. It is possible to participate only in the interview part. The interview will be recorded by audio and followed with a written transcript, which I will share with you in full. On receiving and reviewing this transcript, you will have the possibility to correct or amend any of your input following further discussion to explain why anything may need to change.

Once we are both satisfied with the transcript, I will then analyse this individually and then collectively alongside other interviews. My role as a researcher is to identify common and outstanding themes in relation to the research question, and provide an academic analysis of them in a Masters poster and dissertation. After the paper and dissertation have been formally submitted

to the university and officially graded, I will be able to share a copy of the final piece of work with you.

Please note that you will be identified in the research process and final dissertation as you choose: (1) by your full name; (2) by your first name; (3) by your last name; (4) by any other name you choose; (5) by no name. Please also note that there is no financial compensation for your participation time and effort in this project, however I do hope that it will be valuable in other ways.

### Research Process Timeline



### What will I have to do?

At least one week prior to the interview, I will email you a set of key questions that will guide the flow of the interview. I invite you to reflect on these before the actual interview and if needed, to clarify any questions you may have about them with me in advance.

On the day of the interview, which will ideally take place in your regular training space, we will need to sit in a quiet space where you feel comfortable to be interviewed, and where I can ensure the quality of the audio recording is acceptable. If it is possible, it would be helpful for you to wear your regular training suit.

As mentioned, the interview will take one hour. Should you wish to extend beyond this in a way that is helpful to your research responses, and I am able to stay longer, then a longer interview may be possible. However, please know that this is not expected of you.

Approximately one week after the interview, you will receive by email a written transcript of our conversation. You will need to allocate additional time to read this and provide written feedback as relevant. I suggest setting aside one hour for this. You will also receive a copy of the audio recording itself.

### **What are the possible disadvantages and risks of taking part?**

Hopefully, this will be a rewarding experience for you, and you will enjoy taking part in a martial arts-related piece of research. However, there may be some discomfort experienced by taking part, namely:

1. Reflecting deeply and broadly on what motivated you to train in the past, and why you train now, may result in positive and negative thoughts and feelings around your training and relationship to your chosen martial art. How you respond to and manage these thoughts could affect your experience of your martial art, for better or for worse.
2. Reading the final dissertation where I will have analysed participants' words, including your own, could also be a positive or negative experience, or a combination. While I will do my utmost to uphold ethical standards and preserve your voice, it can be strange to read our words expressed in another context where related themes are analysed.

### **What are the possible benefits of taking part?**

While there will be no financial gain from taking part in this research, I hope that the thoughts, feelings and insights that emerge during your interview process will be beneficial in other ways. You may experience a slight shift in perspective on why you train today and how you have evolved as a martial artist. This could hold personal meaning for you as you progress in your martial art. You may also uncover helpful thoughts, feelings and insights that you wish to share with others, for example, other members of your class or your students.

### **Who are the members of the research team?**

The Principle Investigator is myself, Claire Higgins, a postgraduate student of MMU's Exercise & Sport Psychology pathway. My email is: [claire.higgins@stu.mmu.ac.uk](mailto:claire.higgins@stu.mmu.ac.uk). My role is to facilitate, write, and present the research poster and dissertation.

My Research Supervisor is Dr Dave Smith, Senior Lecturer in Sport Psychology and a HCPC Registered Sport and Exercise Psychologist. His email is: [d.d.smith@mmu.ac.uk](mailto:d.d.smith@mmu.ac.uk). Dr Smith's role is to supervise and guide my research performance throughout the project.

### **Who is funding the research?**

Manchester Metropolitan University

### **What if there is a problem?**

If you have a concern about any aspect of this project, you should ask to speak to the researchers who will do their best to answer your questions. You can contact the principal investigator directly.

### **Will my taking part in the project be kept confidential?**

All data that are recorded during this project will be kept confidential unless you have agreed otherwise (see Informed Consent Form in relation to interviews) and only be used for the purposes of this programme of study. The data will be stored securely and only the members of the research team named, internal examiners and external examiners will have access to it. The data will be destroyed 6 months following the final awarding Board of Examiners Meeting at the end of the student's programme of study.

### **What will happen if I don't carry on with the project?**

If you withdraw from the project, all the information and data collected from you, to date, will be destroyed and your name removed from the relevant project files. If you decide not to take part or withdraw from the study it will not affect your relationship with any of the staff at the Manchester Metropolitan University.

### **What will happen to the results of the research practical session?**

The results from this Project will be used by the student to complete an assessment which is a part of their programme of study.

Please contact the following address if you wish to make a complaint regarding your involvement in the practical session:

*MMU Ethics Committee  
Registrar & Clerk to the Board of Governors  
Head of Governance and Secretariat Team  
Manchester Metropolitan University  
All Saints Building, All Saints  
Manchester M15 6BH  
Tel: 0161 247 1390*

I confirm that the insurance policies in place at Manchester Metropolitan University will cover claims for negligence arising from the conduct of the University's normal business, which includes research carried out by staff and by undergraduate and postgraduate students as part of their course. This does not extend to clinical negligence.

## Appendix 2: Semi-Structured Interview Questions

### Motivation to Start

#### **1. How did your martial arts / self-defence journey begin?**

*e.g. age, location, motivation to start, style picked and why, first teacher, classmates, early memories...etc.*

### Motivation to Train

#### **2. How did your journey evolve from beginner to advanced practitioner of martial arts / self-defence in the years that followed?**

*e.g. why did you continue, what motivated you, did you encounter and overcome any challenges, did you stop or change direction, did your motivation to train change...etc*

### Motivation to Teach

#### **3. When and how did you realise you wanted to teach martial arts / self-defence?**

*e.g. describe process of realising that you wanted to teach, your first steps, how did the transition go, did you encounter any challenges, how did you overcome them (if any), why do you continue to teach...etc.*

### Lessons Learned

#### **4. What do you think motivates students to become teachers in martial arts / self-defence?**

*e.g. are there technical competencies, personal characteristics, particular strengths, opportunities, support systems...etc.*

### Future Goals/Intentions

#### **5. Where do you see your martial arts / self-defence teaching journey progressing next?**

*e.g. over the next 5, 10 or more years, will you be doing anything different, is there something you would like to achieve?*

### Bonus Question

#### **6. What is the most important lesson you have learned on your martial arts / self-defence teaching path?**

*e.g. advice to your younger self or aspiring teachers, a lesson that has stood the test of time...etc.*

### Other

#### **7. Is there anything else you would like to share related to this research topic of motivation to train and teach in the martial arts / self-defence?**

*optional*

### Appendix 3: Consent Form

**Dr Dave Smith**  
**Exercise and Sport Science**  
**MMU Cheshire,**  
**Crewe Green Road,**  
**Crewe,**  
**CW1 5DU.**

Ethical approval Code: 9306

Participant Identification Code: 1

---

#### CONSENT FORM

---

Title of Unit: **Research Project - *What motivates advanced martial artists to teach?* (revised research question)**

Name of Unit Leader: Dr Bill Taylor

Name of Project Supervisor: **Dr Dave Smith**

Name of Student: **Claire Higgins**

Please initial all  
boxes

1. I confirm that I have read and understand the information sheet dated [date] for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

If interviewing is included in this project:

3. I agree to the audio/video\* recording of any interviews

4. I agree/do not agree\* to the use of any direct quotations from these interviews

5. I do/do not\* wish to remain anonymous

\*delete as appropriate

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Person  
taking consent.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



## Appendix 4: Bracketing Q&A

***Excerpt from Inner Sensei blog entry on May 27<sup>th</sup>, 2019 (Higgins, 2019):***

1. Why did I choose the topic of motivation and advanced martial artists?
2. How and why did my research question evolve to focusing on male martial arts / self-defence instructors?
3. What do I hope to achieve, gain and/or learn as a researcher and martial artist through this project?
4. What is it about teaching martial arts / self-defence that interests me most?
5. Where do I see my own teaching journey progressing from here?

## Appendix 5: Individual Transcripts (coded)

Please note that the individual transcripts have been removed for the public version of this dissertation in order to protect the privacy of the research participants .

## Appendix 6: Individual Thematic Analyses

### Interviewee 1: Anonymous (“B”) – “THE ENGINEER” (age: ~50s)

#### Interpreted Motive: Creativity / Longevity

**Interpreted Goal:** To find out what really works in energy management and technical delivery by improving what exists.

**Key Quote:** “Even if you only take one thing away at the end of the lesson, think about it. Sit down and think about it. It might only be five minutes the next day. You might just think, what did we do last night? Oh right, yeah, we did that technique and that really helped me progress, either in kumite or kata. All those little nuggets of gold you can take away and polish. That becomes your karate treasure chest. And if you can write them down, even better, because you’ll never forget them. You might not read your notes but you’ll never forget a thing you’ve written down. For me it seals it inside my head.”

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Karate</u> Teenager	<b>Opportunity</b> By chance, scout’s club location turned into a karate club.	<b>Fear / Bullying</b> Bullying at school. For confidence more than fitness.
Train 1	<u>Karate</u> Teenager	<b>Imagination</b> Martial arts films (Jackie Chan, Bruce Lee Kung Fu); creating fighting system with friends (Ninjutsu).	<b>Creative Mind</b> <b>Technical Mind</b> Fascinated by technical and creative process of martial arts; asking “how” things work; biometrics.
Train 2	<u>Aikido</u> Young Adult	<b>Overcoming Obstacles</b> No access to Karate dojo, diverted to Aikido 2 years; impacted understanding of breath and “chi” or energy flow, balance and control.	<b>Seizing Opportunity</b> Work colleague prompted return to karate, new teacher and system.
Train 3	<u>Karate</u> Adult	<b>Finding Inspiration</b> Meets role model Paul Perry, an expert in karate and plyometrics / biomechanics. Same size, height. Realised what he could be one day. Inspired.	<b>Overcoming Adversity</b> Continues to train over the years, loyal to new system and other teachers in it; trains despite adversities in personal life, dojo becomes a sanctuary.
Teach 1	<u>Karate</u> Adult	<b>Instruction First</b> 5-8 years of instructing	<b>Teaching Second</b> Learning to understand

		system lessons, learning to teach, learning to manage energy in a class.	what individual students need, problem solving – what can help them learn better? Responsibility of teacher to continue to learn.
Teach 2	<u>Karate</u> <i>Adult</i>	<b>Finding Autonomy</b> Noticing the flaws in other teachers' methods, able to see how movements could be better or more realistic	<b>Health &amp; Longevity</b> Interest in health and longevity, getting older, reflections on Aikido and Tai Chi, energetic patterns in Karate

**Interviewee 2: Not Anonymous (Reece) – “THE WARRIOR” (age: ~40s)**

**Interpreted Motive: Mastery / Protection**

**Interpreted Goal:** To overcome fear and protect myself from bullies and violence using real world skills, and then teach others to do the same.

**Key Quote:** *“I would say that there aren’t enough people who realise and accept that the ultimate measure of a martial art is how effective it is. They weren’t created as political systems. They weren’t created just so that people could see linear and upwards progress and yet these things have become what they are all about. They were created to be tested in real combat where the stakes are high.”*

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Boxing, Wrestling</u> <i>Child</i>	<b>Fear / Bullying</b> Bullying at school (8-9 years old). First used as a punching bag. Burned. Then outrage, exploded, hurt other kids, seen as dangerous.	<b>Skill Acquisition</b> Understood his strength, speed. Wanted to learn proper techniques. Father introduced him to boxing, wrestling with older brothers’ friends.
Train 1	<u>Karate</u> <i>Teenager</i>	<b>Rituals &amp; Order</b> Liked order and organisation of dojo, lining up, shoes off, same outfits, knew what to expect each time.	<b>Social Connection</b> Enjoyed being around people without having to engage in small talk, people with similar interest in class.
Train 2	<u>Kickboxing</u> <i>Young Adult</i>	<b>Competition</b> Joined Royal Air Force	<b>Professional Athlete</b> Sponsored athlete, source

		team (underage, 15 years old), turned professional at 18 years old.	of income, successful, then injury ended career. Had to find a “proper” job.
Train 3	<u>Military</u> <i>Adult</i>	<b>Real Combat</b> From combat sports to real combat. British military as a martial art, steeped in values. Reality of life/death in battle. Survival not a belt or trophy.	<b>Leadership</b> Rank of Chief Petty Officer. Managing and leading others. Role turned him into a teacher as instruction / teaching was part of the job.
Teach 1	<u>Self-Defence</u> <i>Adult</i>	<b>Innovation</b> Didn't want to teach a known system (e.g. karate, wrestling) as he had seen flaws in real life. So he created his own system (DEFOF) and runs his own self-defence academy.	<b>Mastery</b> Understands martial arts in all its shapes and forms: tradition, competition, leadership, war, self-defence. A true master doesn't follow but creates his/her own path.
Teach 2	<u>Self-Defence</u> <i>Adult</i>	<b>Community Service</b> Teaches and instructs people on various aspects of self-defence. Many students are former victims, others looking for prevention.	<b>Empowering Others</b> Trains self-defence instructors so that they can contribute to making a positive difference in their communities. Can't do it alone. Wants to step back from teaching to just instruct. Teaching requires emotional energy. Technical mastery complete, time to hand over responsibility to others.

**Interviewee 3: Not Anonymous (Bec) – “THE ADVOCATE” (age: ~50s)**

**Interpreted Motive: Freedom / Confidence**

**Interpreted Goal:** To train for the thrill of it, just because I can, and to be that teacher who sees that one kid or adult who is ready for their life to change.

**Key Quote:** *“You’re not going to teach it if you don’t love it. If you don’t love it you have no business teaching it. And you will have been in not necessarily martial arts or self-defence classes but certainly in any fitness class with someone who doesn’t love what they do and it’s so obvious, and I never want to give that experience to anyone. Because remember, having come in as the fat girl, this is too important. This could be the one moment that you get someone.”*

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Judo</u> <i>Adult</i>	<b>Transformation</b> Took up fitness in 40s to lose considerable amount of weight, then trained as a personal trainer / fitness instructor. Fitness buddies suggested judo. Dived right in around the age of 50.	<b>Empowerment</b> Fell in love with judo from first pinning down of another. Felt her power. Also felt the struggle of getting out when it was done to her. Was hooked on getting stronger.
Train 1	<u>Judo</u> <i>Adult</i>	<b>Identity</b> Had always been the “fat kid” who lacked confidence. Now the judoka. Judo soon became a way of life. Social life, her living space, free time – all judo-powered.	<b>Overcoming Obstacles</b> Marriage eventually ended as husband didn’t support judo. Made friends, risked injury in training, and found love for judo helped overcome any obstacles in her path.
Train 2	<u>Judo</u> <i>Adult</i>	<b>Confidence Building</b> Enjoys helping others to succeed by accompanying them to competitions. Competes but doesn’t yet feel a worthy competitor herself. An ongoing journey. 18 months from earning black belt through technical competence.	<b>Skill Acquisition</b> Passionate about the skills side of judo and learning what she can in her older years. Attends skills training. Enjoys social connections with judoka so she can learn more about judo and have access to more training.
Teach 1	<u>Judo</u> <i>Adult</i>	<b>Community Service</b> Helps teach judo to kids in schools freely. Background in teaching education helps. Gaining experience, possibility of transforming a kid’s life. Helps teach for the “thrill of it”. Wants to do what she loves (judo) so works other jobs so she can.	<b>Overcoming Adversity</b> Death of judo mentor/coach with whom she taught. Had been a role model for her. Continued to help teach in schools. Grieved. After grieving was over realised she needed a new challenge. Led her to self-defence.
Teach 2	<u>Self-Defence</u> <i>Adult</i>	<b>New Challenge</b> New challenge of reality-based self-defence. Confronting new fears. Knew judo was a sport not self-defence. Sport is scary but real-life attacks are	<b>Becoming a Leader</b> Just completed self-defence instructor training. Ready to teach. Finding <i>her</i> way as she steps into a solo teacher’s role. No longer the

		worse.	assistant teacher.
--	--	--------	--------------------

**Interviewee 4: Anonymous (“A”) – “THE HEALER” (age: ~40s)**

**Interpreted Motive: Healing / Protection**

**Interpreted Goal:** To find out how the mind and body can rewire and heal after trauma and violence through personal safety and training in self-defence.

**Key Quote:** *“I think there’s something about not being a very physical and a very fit person and not being massively sporty based, and being in your forties, which for a woman is significant, and doing something that’s quite physically impressive. I think it’s quite a confidence thing. So I think on the body side of it, the positive body messages it gives you is quite impressive, and awareness... I think one of the biggest gifts you can give yourself is having your mind and body aligned and working cohesively as a unit.”*

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Self-Defence</u> <i>Adult</i>	<b>Personal Safety</b> Sought out reality-based self-defence training for herself and her psychotherapy clients. Felt self-defence could play a role in post-traumatic growth.	<b>Finding Inspiration</b> Conversation on PTSD and PTG with her future self-defence instructor convinced her to dive into self-defence instructor training. Not athletic, done some karate as a kid.
Train 1	<u>Self-Defence</u> <i>Adult</i>	<b>Overcoming Fear</b> Training first helped her to overcome her life-long fear of spiders.	<b>Social Connection</b> Similar-minded training partner helped her to progress. Teacher and training partner became a part of a new positive circle of people for her.
Train 2	<u>Self-Defence</u> <i>Adult</i>	<b>Curiosity / Creativity</b> Love of learning led her to explore connections between self-defence and psychotherapy as protective and healing systems that could work for some client survivors of violence.	<b>Fun &amp; Enjoyment</b> Didn’t expect to find training so fun. Enjoyed training outdoors. Remembered cadet training in her younger years. Training in the woods.
Teach 1	<u>Self-Defence</u> <i>Adult</i>	<b>Community Service</b> Recently qualified as an	<b>Direction of Mastery</b> But not necessarily in self-

		instructor. Wants to use self-defence knowledge to help clients move from minus 10 to plus 10.	defence. More as a therapist who draws on self-defence. Creative mind is developing.
--	--	--	--

**Interviewee 5: Not Anonymous (Jacqueline) – “THE LOYALIST” (age: ~50s)**

**Interpreted Motive: Discipline / Longevity**

**Interpreted Goal:** To honour my parents and teachers, train hard to learn the correct way, to never give up, and to pass this way onto others.

**Key Quote:** “Never give up! To me, we all go to the dojo, we’ve had a bad day and we’re crap. We’re getting older and you see it in the older students where they’ve done a kata forever and they can’t remember it! You get half way through a kata and you stop. Especially when you’re teaching. You can stand up and you know that kata, you’ve been doing it 30 years, then all of a sudden it goes and then you feel Oh my God, I feel stupid. You do that. I think that’s what keeps me going. It’s a good brain thing. As I said, I’m not an academic.”

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Karate</u> Teenager	<b>Fear / Bullying</b> Beaten up badly at school by gang of girls. Shaken badly. Wanted to do something to make sure it never happened again. This fear continued to drive training for years.	<b>Finding Inspiration</b> Uncle of best friend did Karate in another town. He was strong. Led her to find a local class and take up training. Already athletic being a competitive swimmer.
Train 1	<u>Karate</u> Teenager	<b>Empowerment</b> Started to feel more confident and empowered. Saw the link between effort and success. Being seen by teachers and discovering who she was as a person.	<b>Perseverance</b> Family working class values echoed in dojo. Used to having to work hard for rewards. Perseverance helped her through the boredom of training up and down.
Train 2	<u>Karate</u> Teenager - Adult	<b>Overcoming Adversity</b> Sudden death of mother at 15 years old. Had to repress emotions and get on with life. Mother told her she would get a black belt. Sense of obligation. Dojo also becomes a sanctuary, a safe space, a	<b>Courage</b> Trains alongside men in a hard system. Sees 3 <sup>rd</sup> dan grading. Bloody, brutal. Not why she took up karate. Then moves into current system. Softer, more effective. Later becomes a counsellor to



		place to find peace.	help others.
Teach 1	<u>Karate</u> <i>Adult</i>	<b>Integrity / Loyalty</b> Husband left her with young child. Co-parenting. She survives. He puts child in another karate system. She sticks to her training system. Child trains in 2 karate systems, one with her (mother). Her teaching way is not about handing out belts. About competence.	<b>Rituals &amp; Order</b> Enjoys cultural aspects of karate, folding gi, order, discipline, correctness of techniques. Wants to travel to Japan one day to learn more. Not about the belt colour or rank.
Teach 2	<u>Karate</u> <i>Adult</i>	<b>Overcoming Setbacks</b> Recent ACL injury has put her out of training. 18 month recovery ahead post-operation. Isn't deterred. Has overcome setbacks before. Plans to train for another 25 years so there is time to recover.	<b>Health &amp; Longevity</b> Finds karate helps with memory and cognitive functioning. Story is becoming more about this and less about bullying and mother's death. Finding a place in her karate beyond teaching.

**Interviewee 6: Not Anonymous (Andrea) – “THE PHILOSOPHER” (age: ~50s)**

**Interpreted Motive: Positivity / Empowerment**

**Interpreted Goal:** To succeed by putting 100% effort into my training and in life, and to make a positive difference in the lives of other people.

**Key Quote:** *“In martial arts, whether or not you call yourself a teacher, you have an influence on others. SO as a student in class, how you represent yourself as a student is going to affect new students for instance. Or how you act when you're out in public because you have integrity and you have self-confidence is going to help other people learn to be that way. So really all martial artists are teachers of sorts and we have a responsibility as martial artists to really show who we are and why martial arts are important through our words and actions. So it goes beyond the dojo, it goes beyond the martial arts school. Every martial artist in some way is a teacher and we should all just do our best to be role models for the people around us.”*

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Tang Soo Do</u> <i>Adult</i>	<b>Loyalty</b> Husband invited her to first class in her late 20s. Not athletic, not into martial arts, but said yes.	<b>Discomfort</b> Did not like her first lesson. Uncomfortable. Challenged traditional role of women at that

		Would not have otherwise started.	time. Had to kick, scream and break boards.
Train 1	<u>Tang Soo Do</u> <i>Adult</i>	<b>Empowerment</b> Felt seen by teacher in first grading, “look at Andrea!” Discovering who she was as a person. Saw she wasn’t the quiet person she thought she was.	<b>Achievement</b> Discovers that 100% effort leads to achievement and this leads to success. A light bulb goes off to guide the rest of her path. You don’t have to be the best, you just have to put the effort in. Sincere effort pays off.
Teach 1	<u>Tang Soo Do</u> <i>Adult</i>	<b>Traditional Way</b> System requires her to teach beginners as part of her learning path. Green belt, 2.5 years in. From responsibility for her own training to responsibility to help others with theirs’.	<b>Becoming Successful</b> Training effects felt in other areas of life. Focus, being productive, learning, always doing her best, always trying to improve.
Teach 2	<u>Tang Soo Do</u> <i>Adult</i>	<b>Community Service</b> Teaches freely in low income area with husband for both experience and to make a positive difference. 7 years. Later teaches in YMCA 8 years.	<b>Loyalty</b> Meant to teach in low income area 1 year. But how could they leave the students part-way? Loyalty to family (motherhood) eventually prompts the end.
Teach 3	<u>Tang Soo Do</u> <i>Adult</i>	<b>Creativity</b> Begins blogging about martial arts and positivity. Wants to use her writing skills to motivate others. Always wanted to be a writer. At 50 she set a goal and is now published widely in martial arts world.	<b>Health &amp; Longevity</b> Not currently teaching due to family relocation. Too much responsibility. Looking beyond teaching to exploring other martial arts. Softer ones. Possibly Tai Chi.

***Interviewee 7: Not Anonymous (Rui) – “THE ATHLETE” (age: ~40s)***

**Interpreted Motive: Achievement / Values**

**Interpreted Goal:** To live judo as a way of life while recognizing that competition is also part of life, and to help others succeed in life and sport.

**Key Quote:** “A champion is not about winning, a champion is to be, to care about the other persons. It’s a champion in life, not just a champion in sport, not just a champion in competition. He’s a champion in life. So this is something really remain with me for all my life because the champion is not the guy who goes to the first place in the competition. The champion is something, who has values in all of his life. So this is one of the things that really marked me in my life. I was 18 years old and I never will forget about this lesson.”

Table 7: Individual thematic analysis (Rui)

Phase	Martial Art	Narrative 1	Narrative 2
Start	<u>Judo</u> <i>Child</i>	<b>Opportunity</b> Brother played judo so family was already open to it. Friend’s father was a judo teacher. 4 years old. Invited to train. Loved judo right from the start.	<b>Inspiration</b> Friend’s father (teacher) seemed so big and he was so small. Something in the father was really amazing and it felt good.
Train	<u>Judo</u> <i>Teenager</i>	<b>Opportunity</b> Invited by teacher to help teach children’s class when he turned 16. Loved teaching from the start. At 18 he did his first teacher/coach training level in Portugal.	<b>Values</b> Enjoyed respect that judo encouraged for each other as well as self-control, courage in school, competitive spirit, depending on self in competitions, good results from efforts. Even champions are modest.
Teach	<u>Judo</u> <i>Adult</i>	<b>Curiosity (people)</b> Important to understand each individual student’s goals. Do they want to just train, be a national champion, or go to the Olympics? Each student needs his/her own strategy and goals. Commitment differs.	<b>Curiosity (subject)</b> Goes to university to study sport science. Continues to teach judo alongside this. Understands children need belts to motivate them. Post-18 yrs and black-belt, belts no longer matter to him.
Coach	<u>Judo</u> <i>Adult</i>	<b>Performance</b> A coach is for high-level performance, competitive environments. Coach is still a teacher but more importantly helps student to achieve and succeed. It is about creating a strategy and following	<b>Values</b> Teaching is for beginners, to impart values and way of judo life as a baseline whether student only trains or goes on to compete. Values are the moral code of judo, even for a teacher. Modesty,

		through.	respect, self-control, friendship, courage, sincerity, courtesy, honour.
Direct	<u>Judo</u> <i>Adult</i>	<b>Success</b> Performance director for judo national team from failure to win in London 2012 to winning only gold medal for Portugal in Rio 2016. Based on new strategy and training programme / coaches.	<b>Productivity</b> No major plans post-Rio but still very busy living and working the day-to-day of judo training and life. Working at university, doing projects like Saudi Arabia and Judo Federation. Appears content with achievements.

## Appendix 7: Glossary of Terms

<b><i>Aikido</i></b>	Japanese throwing martial art created by Morihei Uesheba that emphasizes love, harmony, and spiritual energy.
<b><i>Bunkai</i></b>	Japanese term for the application of martial arts techniques.
<b><i>Dan</i></b>	Japanese term for black belt rank or grade.
<b><i>Dojo</i></b>	Japanese term for a place to train in order to awaken.
<b><i>Dojo Kun</i></b>	Japanese term for rules or etiquette expected of students and teachers.
<b><i>Gi</i></b>	Japanese term for training suit.
<b><i>Judo</i></b>	Japanese throwing, and grappling martial art and Olympic sport founded by Jigaro Kano that emphasizes friendship, courtesy, and respect.
<b><i>Karate</i></b>	Japanese striking and throwing martial art of numerous styles and future 2020 Olympic sport that emphasises respect and perfection of character.
<b><i>Kata</i></b>	Japanese term for choreographed fighting sequences designed to simulate self-defence situations.
<b><i>Kesa Gatame</i></b>	Japanese term for a pinning technique popular in judo.
<b><i>Kihon</i></b>	Japanese term for basic movements particularly in karate.
<b><i>Kumite</i></b>	Japanese term for sparring often used in karate.
<b><i>Mae Geri</i></b>	Japanese term for front kick.
<b><i>Senpai</i></b>	Japanese term for senior student (usually a brown belt) who assists the Sensei in teaching.
<b><i>Sensei</i></b>	Japanese term for teacher or “the one who came before”.
<b><i>Shihan</i></b>	Japanese term for master.
<b><i>Tai Chi</i></b>	Chinese martial art focused on health and longevity.
<b><i>Tang Soo Do</i></b>	Korean striking martial art, sometimes described as a Korean version of karate.