

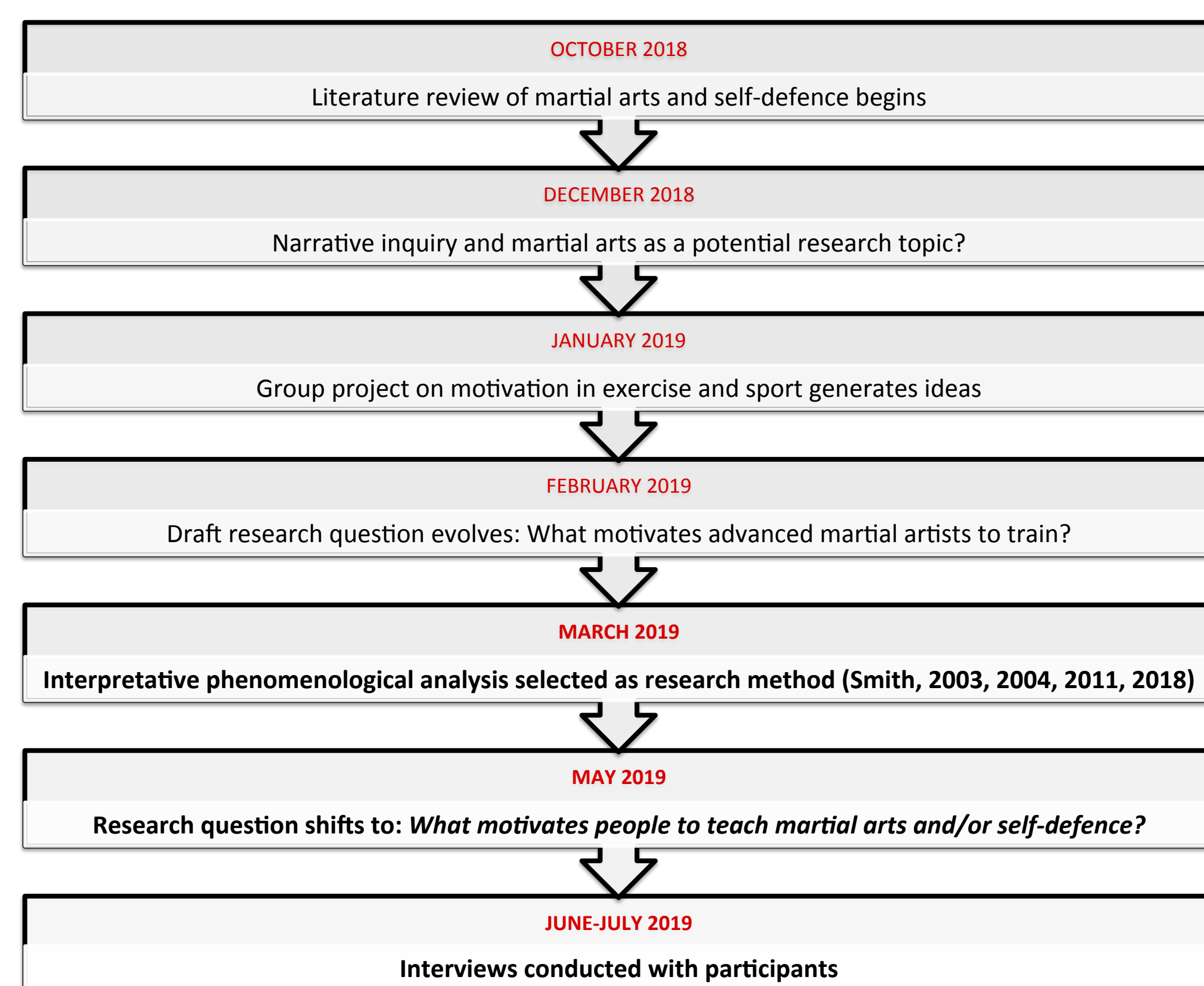
# Senpai, Sensei, or Shihan? [Instructor, Teacher, or Master?]

## Research Question: What motivates people to teach martial arts and/or self-defence?

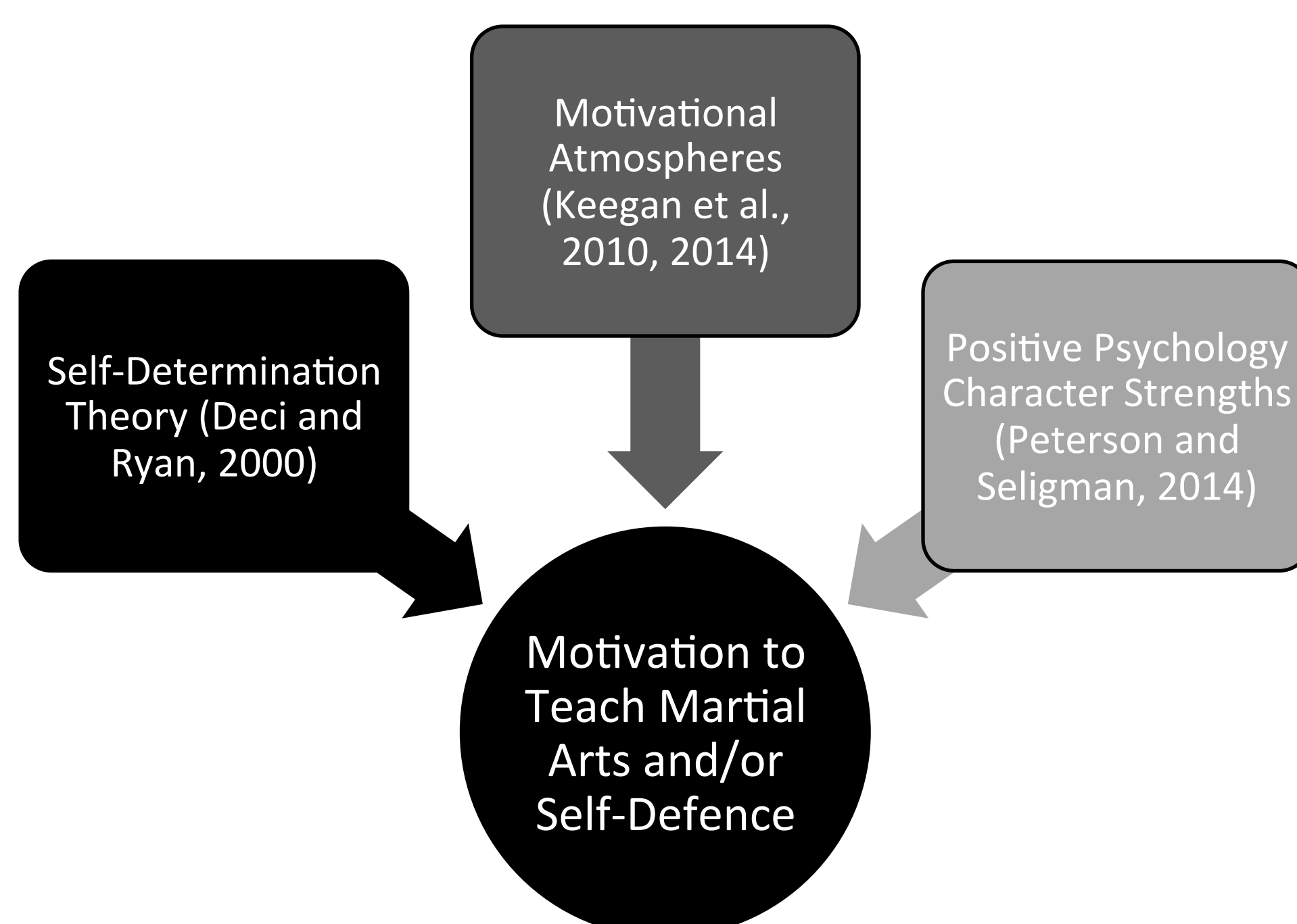
Student name and number: Claire Higgins (18053837) - A poster presentation submitted for the degree of MSc Exercise & Sport Psychology (August 2019)



### RESEARCH TIMELINE



### LITERATURE FRAMEWORK



### RESEARCH DESIGN

#### INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (IPA)

- **5 Bracketing Questions**
  - Why did I choose the topic of motivation and advanced martial artists?
  - How and why did my research question evolve to focusing on male martial arts / self-defence instructors?
  - What do I hope to achieve, gain and/or learn as a researcher and martial artist through this project?
  - What is it about teaching martial arts / self-defence that interests me most?
  - Where do I see my own teaching journey progressing from here?
- **Reflexive Online Journal** ["Inner Sense" Blog]
  - 7 blog entries between February 2019 and July 2019 prior to, during, and at the end of the research project.
  - "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)

### INTERVIEW QUESTIONS

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


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

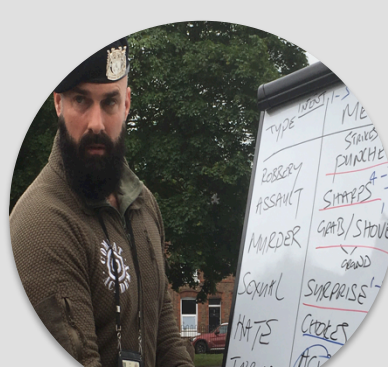
3. When and how did you realise you wanted to teach martial arts / self-defence?

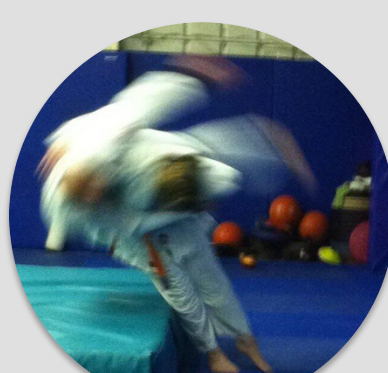
4. What do you think motivates students to become teachers in martial arts / self-defence?

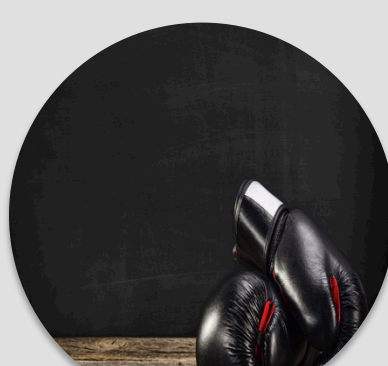
5. Where do you see your martial arts / self-defence teaching journey progressing next?


### RESEARCH PARTICIPANTS


 "B", a semi-traditional karate teacher with 40 years of experience. Began karate by chance and continued as a way to develop confidence and engage creative mind.  
**Lead Strengths: Creativity, Curiosity**


 Reece, a chief instructor of self-defence, ex-military and professional martial arts athlete with over 30 years of experience. Began martial arts to defeat fear and bullies.  
**Lead Strengths: Mastery, Leadership**

 Bec, a newly qualified self-defence instructor and assistant judo coach. Began martial arts "for the thrill of it" and self-defence as a new challenge after losing her coach and mentor.  
**Lead Strengths: Perseverance, Curiosity**

 "A", a newly-qualified self-defence instructor and psychotherapist for female rape survivors. Began self-defence to protect and heal herself and others affected by violence.  
**Lead Strengths: Compassion, Creativity**

 Jacqueline, a traditional karate teacher with nearly 30 years of experience. Began karate to defeat bullies and later earned her black belt in honour of her beloved mother.  
**Lead Strengths: Perseverance, Love**

 Andrea, a tang soo do teacher and martial arts / motivational writer with over 30 years of experience. Began martial arts by chance in her late 20s and soon fell in love.  
**Lead Strengths: Optimism, Compassion**

 Rui, a judo performance director and Olympic coach with over 30 years of experience. Began judo as a young child, competed, was injured, coached, and has never stopped.  
**Lead Strengths: Leadership, Optimism**

### THEMATIC ANALYSIS

#### PERSEVERANCE

- "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)

#### CREATIVITY

- "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)

#### MASTERY

- "You become a teacher and you start to embody that and the other values... 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)

#### CURIOSITY

- "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)

#### SERVICE

- "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)

#### COMPASSION

- "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)

#### LEADERSHIP

- "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)

#### OPTIMISM

- "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)

#### LOVE

- "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)

### DISCUSSION POINTS

#### Self-Determination Theory

Although SDT (autonomy, competence, relatedness) applied to the *motivation to start and train* in martial arts and/or self-defence, it did not explain why some students were then *motivated to teach*.

#### Motivational Atmospheres

The social environment around the participants during their training (family, teachers, coaches, peers) were essential to the journey of each of the participants in *becoming a teacher*.

#### Intrinsic Motivation

The environment alone was not enough; the participants had to be motivated from within. Certain character strengths indicated a link between Positive Psychology and the *motivation to teach*.

#### Future Research Possibility 1

There is potential to develop research on the *motivation to teach* martial arts and/or self-defence with more attention to the links between Positive Psychology and martial arts philosophy.

#### Future Research Possibility 2

Martial arts is a mind-body-spirit practice (Clarke, 2011). There could be potential to research spirituality and the *motivation to teach*, particularly with regard to leadership and embodiment.

#### Future Research Possibility 3

Self-defence teachers work with victims of crime, perhaps in a greater concentration than martial arts teachers. There is potential to research healing through self-defence training in this regard.

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