A Motivating Model for Practitioners by Insight Meditation Masters Based on Buddhist Psychology

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Abstract

This research article aimed to study (1) To analyze the motivation for practitioners by Insight Meditation Masters from a Buddhist psychology perspective. (2) To analyze the motivating of students by teacher competencies from a psychological perspective. (3) To synthesize and present a motivating model for practitioners by Insight Meditation Masters based on Buddhist psychology. This qualitative research employed document analysis of how skills and qualities of teaching, self-developing, and managing meditation centers by masters motivating practitioners. The research results were found as follows:

1) the motivating model for practitioners by master, rooted in Buddhist psychology, is a multidimensional construct that integrates Buddhist principles with modern educational psychology. The seven qualities outlined in the Dhammaññūsutta—Dhammaññū, Atthaññū, Attaññū, Mattaññū, Kālaññū, Parisaññū, and Puggalaññū—are guiding principles and also active motivational mechanisms. These qualities resonate with key motivation theories like Self-Determination Theory (SDT) and Social Cognitive Theory.

2) Motivating students by Teacher competencies from a psychological perspective drawing incorporating Ausubel's Meaningful Learning Theory emphasized 6'Cs analytical knowledge are developed three primary roles: 1. Core Duties competencies: Masters focus on teaching true cessation of suffering, employing a systematic approach, and caring for practitioners. 2. Functional Competencies: Masters continually develop teaching expertise, engage in self-improvement, and model values. And 3. Role's competencies: Masters collaborate with team members and manage meditation centers efficiently, creating a conducive learning environment.

3. The present motivating model for practitioners by Insight Meditation Masters based on Buddhist psychology requires eight key components: 1. True Cessation of Suffering Teaching, 2. Caring and Supporting Practitioners, 3. Continuous Self-Development for Effective

Teaching, 4. Collaborative Teamwork, 5. Embodying a Role Model Worthy of Respect, 6. Systematic Teaching Approach, 7. Teaching Expertise, and 8. Effective Management of a Meditation Center.

Keywords: Motivation Model; Insight Meditation Master; Buddhist Psychology

Introduction

Insight meditation masters are skilled monks who guide practitioners in understanding and applying meditation practices to recognize the three true characteristics of life: Anicca (impermanence), Dukkha (suffering), and Anattā (non-self). Their roles include explaining meditation methods, overcoming practice-related obstacles, and supporting practitioners' needs (Talaputto, 2019). These masters are crucial for propagating Buddhism and motivating practitioners. Training such masters is essential, especially through higher education programs like those at Mahachulalongkornrajavidyalaya University, which offers curricula in Insight meditation at various academic levels (Mahachulalongkornrajavidyalaya University, 2022). The Thai national strategy aligns with Buddhist education to enhance intellectual development and adaptability (Cabinet Secretariat, 2024). The university's 2023-2027 plan focuses on faculty development and integrating Buddhist teachings with modern science for societal benefit (Office of the Rector, 2023).

Motivation in Buddhist education is also framed through psychological theories like Self-Determination Theory, Expectancy-Value Theory, and Social Cognitive Theory, which guide teachers in motivating practitioners (Office of the Education Council, 2017). Insight meditation masters exemplify qualities outlined in the Dhammaññūsutta, which includes seven analytical skills that cultivate wisdom: understanding the Dhamma, self, moderation, appropriate time, community, and individuals (Bodhi, 2005).

The motivation to study Insight Meditation Masters from a Buddhist psychological perspective fills a gap in current research methodologies. While traditional psychology focuses on external motivations or cognitive mechanisms, Buddhist psychology offers a deeper, spiritual understanding of motivation as a process of self-transformation and liberation. This comprehensive approach integrates psychological, spiritual, ethical, and existential dimensions, offering a holistic model of motivation that bridges spiritual practice with educational and psychological theories. The research contributes to a broader understanding of human potential, teaching, and personal transformation through mindful practice.

Research objectives

1. To analyze a motivating for practitioners by Insight Meditation Masters from Educational Theory and Buddhist perspective.

2. To analyze a motivating for students by teacher from teacher competencies and psychological perspective.

3. To synthesize and present a motivating model for practitioners by Insight Meditation Masters based on Buddhist psychology.

Literature Review

This literature review examines the various approaches to motivating practitioners in meditation, with a focus on how meditation masters teach and manage retreats, particularly in motivating practitioners to overcome unexpected challenges and achieve optimal results. Existing literature often emphasizes general mindfulness benefits or practitioner motivations, yet it overlooks the pedagogical expertise of masters in guiding deep meditation practices. This gap in research positions the present study as a response to these shortcomings.

Kang & Whittingham (2020) – Mindfulness in Traditional Theravada Buddhist Meditation and Contemporary Clinical Applications: A Comparative Study: This study compares traditional Theravada meditation with contemporary mindfulness practices. It highlights the benefits of mindfulness but primarily addresses the outcomes of practice rather than the specific motivational techniques employed by masters within the Thai forest tradition. Although the study mentions the master's role as a model for practitioners, it does not explore how this role translates into concrete pedagogical strategies.

Thongsook & Mahaphoonyanont (2023) – The Development of Buddhist Psychology-Based Mindfulness Training Model for Thai University Students: This quantitative research shows the positive impact of mindfulness training on the well-being of university students. However, it focuses on a younger, less experienced demographic, which limits its applicability to understanding the motivations of advanced practitioners or the specific methods used by masters to foster deep insight.

Siripornpanich & Ketumarn (2021) – Integration of Buddhist Psychology and Neuroscience in Thai Mindfulness Practices: This study explores how Thai masters integrate Buddhist psychology with neuroscience in meditation practices. While this approach is valuable, it does not directly examine the motivational strategies employed by masters or connect these strategies to the seven-fold analytical skills of the Dhammaññusutta (AN 7.68).

This review reveals a significant gap in the literature regarding the specific motivational strategies used by Insight meditation masters. While existing studies provide useful insights into mindfulness, Buddhist psychology, and the self-motivation of practitioners, they largely fail to address how masters integrate motivational elements into their teaching, self-development, and center management practices.

The present research aims to fill this gap by developing a motivational model for practitioners, explicitly incorporating the seven-fold analytical skills outlined in the Dhammaññusutta alongside educational motivation theory. Drawing on Ausubel's Meaningful Learning Theory, the study will examine how masters utilize their knowledge, teaching skills, personal character, and management capabilities in retreat settings to inspire practitioners and facilitate deep insight. This research will contribute a practical framework for understanding how Insight meditation masters motivate practitioners, cultivating skillful means that are crucial for effective meditation practice and long-term spiritual development.

Conceptual Framework

This research investigates how motivating practitioners by Insight meditation masters, leading to overcome issues and needs of the practice. The conceptual framework is built upon the interplay of Buddhist motivational psychology, educational psychology, Teacher competencies psychology and Ausubel's Meaningful Learning Theory, operationalized through the lens of the six core competencies (6’Cs) of effective teaching. The details are as follows.

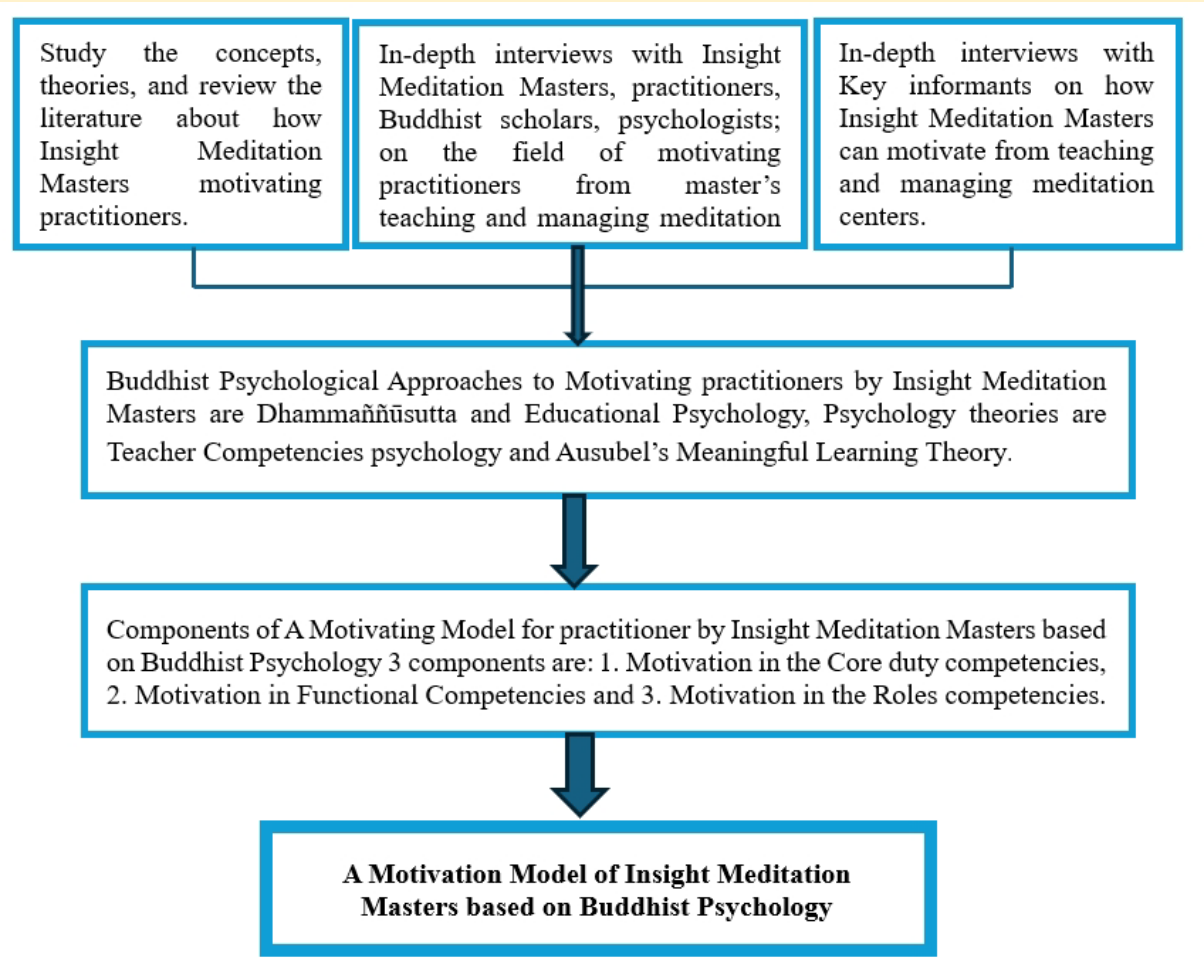

Figure1 Conceptual Framework

Research Methodology

This qualitative study explores a motivating model for practitioners by Insight meditation masters, grounded in Buddhist psychology. The research employs a field studies approach, combining in-depth interviews with document analysis.

Phase 1: Document Analysis: Key Buddhist texts (e.g., Tipiṭaka, commentaries) and relevant research literature were analyzed to establish a theoretical framework for understanding a motivating for practitioners by Insight meditation master, particularly focusing on the Dhammaññūsutta (the seven-fold skills), aligned with Educational theories and Teacher Competencies aligned with Ausubel's Meaningful Learning Theory, usage 6'Cs analytical process (Concept, Content, Classification, Category, Conceptualization, Communication) guided this phase.

Phase 2: Semi-structured interviews were conducted with three groups of key informants: 1) experienced Insight meditation masters, 2) practitioners attending Insight meditation retreats, and 3) experts in motivation psychology.

Participants: Purposive sampling was used to select participants. Six Insight meditation masters with extensive teaching experience, ten practitioners recommended by the masters, and three experts in motivation psychology were interviewed.

Data Collection Instruments: A semi-structured interview guide was developed, focusing on the following key areas:

1. Core teaching functions of Insight meditation masters and their motivational impact.
2. Operational function qualifications of masters that motivating practitioners.
3. The role of Insight meditation masters in fostering motivation, including teaching expertise, personal character, and center management.
4. The interview guide underwent rigorous validity checks (face and content validity) by experts in the field before data collection.

Data Collection Procedures: In-person interviews were conducted with all participants after obtaining informed consent. Audio and visual recordings were made with permission. Ethical protocols were strictly adhered to throughout the research process.

Data Analysis: *1) Document Analysis*: The 6'Cs analytical framework (Concept, Content, Classification, Category, Conceptualization, Communication) was applied to the textual data, focusing on eight key motivational themes derived from Buddhist psychology and relevant research. *2) Interview Data Analysis*: Transcribed interview data were analyzed using thematic analysis and data triangulation. Thematic analysis identified recurring patterns and themes related to the motivational strategies for practitioners by Insight meditation masters. Data triangulation compared and contrasted perspectives across the three informant groups (masters, practitioners, and psychology experts) to identify areas of convergence and divergence.

Motivation Model Development and Validation: Based on the synthesized findings from the document analysis and interviews, a motivation model for Insight meditation masters was developed. This model was then presented to a panel of six experts in Insight meditation and Buddhist studies for validation. A five-point Likert scale was used to assess the model's appropriateness. The feedback from the experts was used to refine and finalize the model.

Research Results

Objective 1: The Dhammaññūsutta outlines seven qualities that guide and motivate others, essential for teachers, spiritual friends, or community leaders.

Dhammaññū (Knowing Dhamma): Motivation arises from deep understanding and adaptive teaching. A teacher's ability to explain complex concepts like paṭiccasamuppāda (SN 12.2) and redirect unwholesome thoughts (Vitakkasaṇṭhāna Sutta, MN 20) fosters intrinsic motivation. Motivation Type: Teacher-driven, facilitating learning.

Atthaññū (Knowing Meaning): Making Dhamma applicable to everyday life fosters motivation. Clear examples of the Four Noble Truths' application to real-world problems and an understanding of the Six Kinds of Temperaments provide relevance (Ukkacela Sutta, SN 12.42). Motivation Type: Learner-oriented, focusing on relevance.

Attaññū (Knowing Oneself): Masters model self-awareness and emotional intelligence, promoting equanimity in challenges. Self-reflection (Cūḷavedalla Sutta, MN 44) encourages autonomy and competence, offering inspirational motivation through personal example. Motivation Type: Self-determined.

Mattaññū (Knowing Moderation): Masters guide balanced practice, preventing burnout by tailoring meditation durations and goals (Sona Sutta, AN 6.55). Motivation Type: Supportive, personalized guidance for sustainable effort.

Kālaññū (Knowing Time): Effective teachers adapt their methods to context and practitioner disposition. The Āṭānāṭiya Sutta (DN 32) highlights timely actions for individual and communal benefit. Motivation Type: Contextual, responsive teaching.

Parisaññū (Knowing Purity): Masters create a supportive environment, adapting teachings to diverse backgrounds. Sigālovāda Sutta (DN 31) emphasizes mutual respect within the community, fostering community-based motivation. Motivation Type: Social recognition.

Puggalaññū (Knowing Individual): Tailoring guidance based on individual strengths and weaknesses supports personalized motivation (Vimuttāyatana Sutta, AN 5.26). Motivation Type: Individual-centered.

In conclusion, the seven qualities in the Dhammaññūsutta are not mere theoretical concepts but active motivational mechanisms that promote personal evolution. These qualities align with educational psychology motivation theories, offering a holistic approach to spiritual learning. They create multiple layers of motivational support, emphasizing that the

master's role transcends instruction. Motivation is generated not only through knowledge but through embodied wisdom.

Theoretical Integration, qualities are not just descriptive characteristics but active motivational mechanisms that: Align with Educational Psychology Motivation Theories Provide a holistic approach to spiritual learning. Create multiple layers of motivational support, Key Findings Motivation in this context is multidimensional. The master's role transcends mere instruction Motivation is generated through embodied wisdom, not just theoretical knowledge significance

Research Further investigation needed on long-term motivational practitioner impacts. Exploration of how these qualities manifest across different cultural contexts Potential development of targeted training programs for meditation masters.

Table 1: Synthesis of Buddhist Psychology (Dhammaññusutta) with Educational Psychology Motivation Theories

Motivation Theory	The Dhammaññusutta	Application on Insight Meditation Masters
Self-Determination Theory (SDT)	Dhammaññū, Atthaññū, Attaññū	Foster self-development by creating an environment conducive to self-direction in life.
Expectancy-Value Theory	Kālaññū, Mattaññū	Guide appropriate and worthwhile actions, emphasizing expected outcomes for development.
Achievement Goal Theory	Puggalaññū	Identify and support practitioners' goals, considering each individual's unique qualities and abilities.
Social Cognitive Theory	Parisaññū, Atthaññū	Enhance learning and meditation practice within the social context, considering community influences.
Interest Development	Dhammaññū, Kālaññū	Generate and maintain practitioner's interest by selecting appropriate times and methods aligned with their mental states.

Objective 2. The result of Research Findings on Teacher Motivation Competencies

This research explores how teacher motivation competencies impact student outcomes, categorized into three areas: Core Competency, Functional Competency, and Role Competency. Each area highlights different aspects of teacher performance and motivation, essential for fostering student success (Ryan & Deci, 2020).

Research Methodology: Scriptures and Documentary Sources: Includes educational literature and policies on teacher competencies, selected for their relevance to motivation and educational psychology (Hattie, 2018).

Interviews: Insights from experienced educators and psychology experts provide a framework for understanding the link between teacher competencies and student success (Bransford et al., 2019).

1**. Core Competency:** underpin effective teaching and include: 1) Achievement Orientation: Commitment to educational goals. 2) Service Orientation: Providing quality service to students. 3) Self-Development: Ongoing professional growth. 4) Teamwork: Collaboration with colleagues. 5) Ethics: Upholding professional conduct.

Conclusion: Motivated teachers in this area foster better student outcomes and professional integrity (Darling-Hammond, 2017).

2. **Functional Competency:** enhance teaching and student support, including: 1) Classroom Management: Creating a positive learning environment. 2) Problem Analysis: Addressing academic and emotional challenges. 3) Counseling: Providing student support. 4) Learner-Centered Teaching: Adapting methods to student needs. 5) Learning Assessment: Evaluating student progress.

Conclusion: Motivated teachers in functional competencies promote academic and personal growth (Zimmerman & Schunk, 2011).

3**. Role Competency**: focus on psychological support, including: 1) Psychological Advisor: Offering emotional guidance. 2) Collaboration with Parents/Communities: Engaging stakeholders. 3) Support Systems: Providing resources for students. 4) Promoting Emotional and Social Development: Ensuring balanced student growth.

Conclusion: Teachers in this role enhance students' emotional well-being and overall development (Noddings, 2013).

Research Findings found that Teacher motivation is influenced by: 1) Autonomy: Control over professional growth. 2) Competence: Feeling effective in their roles. 3) Relatedness: Positive relationships with students and colleagues. 4) Perceived Value: Recognition of the significance of their work. 5) Sustained Interest: Ongoing professional development.

Ausubel's Meaningful Learning Theory suggests that effective teachers act as role models, connect new information to students' existing knowledge, and foster deeper understanding (Ausubel, 2000).

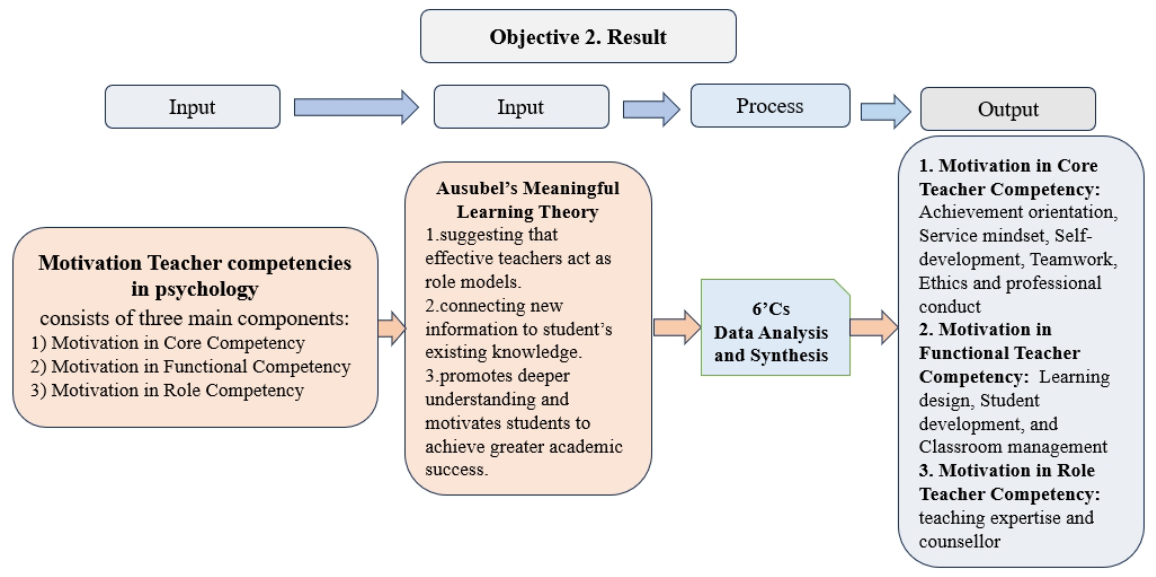

Figure 2 Objective 2 result

Conclusion: Teacher motivation competencies blend intrinsic and extrinsic motivation across core, functional, and role competencies. Using Ausubel's theory, the integration of new knowledge enhances both teacher motivation and student success. This framework provides a foundation for improving teaching effectiveness and creating environments where motivation thrives, paving the way for future research in diverse educational contexts.

Objective 3. The researcher brought the developed Motivating model for practitioners by Insight meditation masters Base on Buddhist psychology the 3 components 8 C model as follow:

1**. Motivation in Core Competencies**; C1: Complete - Paying attention to every step of teaching and improving the teaching process to achieve results. C2: Care - Closely following up and helping the practitioners throughout the practice. C3: Cumulative - Developing knowledge and abilities in the teaching process through study, practice, and teaching experience.

2. **Motivation in Functional Competencies**; C4: Conjoin - Working together systematically with the teaching team for effective teaching. C5: Create - Design a systematic Vipassana meditation practice curriculum with steps for practice and principles of

measurement and evaluation. C6: Cognition - Enabling practitioners to gain more knowledge and understanding through observation, additional lessons, and feedback.

3. Motivation in Role Competencies; **C7: Cope** - Managing the meditation room to be convenient and comfortable for meditation. **C8: Clever** - Demonstrating intelligence and understanding in the teaching process, applying the four principles of Buddhist teaching (clear, motivating, courageous, and cheerful).

The process of the result: first, create the evaluation form of the model and meet 3 CVI inspectors with the appropriated result.

Secondly, experts in Buddhist psychology (meditation masters) and measurement and evaluation, along with five religious scholars, examine the appropriateness of the model and provide suggestions for improving it.

Thirdly, the Reliability Cronbach Alpha test with 31 in-depth interviews got 4.68 from 5.00 as the most appropriate.

Fourthly, the model was evaluated by experts in Buddhist psychology, meditation masters, and religious scholars.

Table 2: Evaluation items according to the opinions of experts

Evaluation List	$\overline{x}$	Suitability Level
1.True Cessation of Suffering Teaching	4.80	Most Appropriate
2.Systematic Teaching Approach	4.60	Most Appropriate
3.Caring and Supporting Practitioners	4.40	Most Appropriate
4.Teaching Expertise	4.80	Most Appropriate
5. Continuous Self-Development for Effective Teaching	4.40	Most Appropriate
6. Embodying a Role Model Worthy of Respect	4.60	Most Appropriate
7. Collaborative Teaching and Teamwork:	4.64	Very Appropriate
8. Effective Management of a Meditation Center	4.30	Very Appropriate

The evaluation of the appropriateness of the model components by experts revealed that all components were considered highly appropriate, with the exception of teaching and teamwork and management of the practice center, which were deemed very appropriate and could be applied effectively. The overall average score for appropriateness was 4.68173.

For data collection, the researcher conducted interviews with all respondents to gather insights on each question. The data was analyzed using Data Triangulation, which involved cross-referencing information from multiple sources to ensure consistency and coherence in opinions, ideas, and recommendations regarding the motivating model. This process categorized the data into thematic groups, focusing on aligned results, and the outcome was the classification of the data into the following subtopics:

Table 3: the evaluation items according to the opinions of the Key Informant.

Components	Lists	p. 5	p. 4	p. 3	p. 2	p. 1	$\sum n$	$\bar{x}$
1	Teaching with Attentiveness in Every Step of Practice:	5	4	5	5	5	24	4.80
2	Teaching with Loving-Kindness and Aspiration for Liberation:	5	4	5	4	5	23	4.60
3	Teaching the Path to Cessation of Suffering through the Four Foundations of Mindfulness:	5	5	5	4	5	24	4.80
4	Designing a Step-by-Step Practice Framework:	5	3	5	5	4	22	4.40
5	Regularly Assessing Dhamma Progress:	5	5	4	5	5	24	4.80
6	Teaching in Accordance with the Buddha's Teachings:	5	5	5	5	4	24	4.80
7	Providing Continuous Support for Practitioners:	5	4	5	4	5	23	4.60
8	Addressing Challenges and Offering Assistance When Needed:	4	4	5	5	5	23	4.60

9	Monitoring the Development of Practitioners:	4	5	5	4	4	22	4.40
10	Observing Practitioner's Behavior:	5	4	3	4	5	21	4.20
11	Pursuing Further Studies and Expanding Knowledge:	5	5	5	4	5	24	4.80
12	Practicing *Vipassanā* to Enhance Skills Regularly:	5	4	4	5	4	23	4.60
13	Documenting Teaching Experiences for Reflection:	5	3	4	5	3	20	4.00
14	Practicing What Teaching, Teaching What Practicing	5	4	5	4	5	23	4.60
15	Cultivating the Qualities of a *Kalyāṇamitta* (Spiritual Friend):	5	5	5	5	5	25	5.00
16	Delegating Tasks Effectively among Team Members:	5	4	4	5	4	23	4.60
17	Holding Regular Meetings for Consultation and Collaboration:	5	5	3	4	5	22	4.40
18	Maintaining a Clean and Hygienic Meditation Space:	5	5	4	4	5	23	4.60
19	Providing a Conducive Environment for Practice:	5	4	5	4	5	23	4.60
20	Creating a Peaceful and Tranquil Atmosphere:	5	4	4	5	5	23	4.60
21	Offering Nutritious and Wholesome Meals:	5	4	5	4	4	23	4.60

p. = person no.

∑n = Sum of the appropriateness scores of the model from experts

$\bar{x}$ = Average appropriateness scores of the Buddhist psychology teacher competency model

In summary, all the components are very good. However, the problem is whether there will be enough Insight Meditation Master who are capable of practicing according to all eight components. (Assoc. Prof. Dr. Konit Srithong, Suitability Assessment Form, 22 September

2024). Therefore, the researcher concludes that the 8 main components and 21 minor components of a motivating model for practitioners by Insight meditation master base on Buddhist psychology can be appropriately applied in the future.

Conclusion, researcher has synthesized the seven components of motivation in Buddhist psychology of Dhammaññūsutta with the five components of motivation in educational psychology, and synthesized them according to the core competencies and competencies in the field of work, by integrating the roles and duties of Insight Meditation Master with Ausubel's meaningful learning theory and the social cognitive theory, resulting in the competencies of Insight Meditation Master with 8 main components and 21 subcomponents. Therefore, the knowledge obtained from the research is the 8C MODEL or 3 8 21, which means that the Motivating model for Practitioners by Insight Meditation Master Based on Buddhist psychology must have 3 competencies: core competencies, competencies in the field of work, and role and duty competencies, along with the 8 main components, focusing on results, etc., and the 21 subcomponents, teaching with care in every step of practice, etc.

Discussion

This study demonstrates the motivating model for practitioners by master, rooted in Buddhist psychology, is a multidimensional construct that integrates Buddhist principles with modern educational psychology. The seven qualities outlined in the Dhammaññūsutta—Dhammaññū, Atthaññū, Attaññū, Mattaññū, Kālaññū, Parisaññū, and Puggalaññū—are not only guiding principles but also active motivational mechanisms. These qualities resonate with key motivation theories like Self-Determination Theory (SDT) and Social Cognitive Theory.

- SDT emphasizes autonomy, competence, and relatedness, all supported by these qualities. For instance, Attaññū fosters self-direction, and Parisaññū builds supportive communities.

- The teacher's lived embodiment of the Dhamma plays a crucial role in motivation, aligning with Social Cognitive Theory, where learning is influenced by observing others (Bandura, 1986).

- The principle of Mattaññū (knowing Moderation) aligns with goal-setting theory, emphasizing sustainable practice to prevent burnout (Locke & Latham, 2002).

- Parisaññū (knowing Purity) highlights the importance of cultural sensitivity, resonating with social recognition theory (Leary, 1999) in fostering motivation through mutual respect.

In conclusion, integrating Buddhist teachings with contemporary motivational theories provides a holistic understanding of how to motivate Insight Meditation practitioners, with further research needed to explore its application across diverse cultural contexts.

The research identifies three main competency areas that contribute to effective teacher motivation: Core Competency, Functional Competency, and Role Competency. Each competency area plays a crucial role in enhancing teacher effectiveness and fostering student success:

- Motivation in Core Competencies (achievement orientation, self-development, etc.) inspire ethical and academic success in students (Darling-Hammond, 2017).

- Motivation in Functional Competencies (classroom management, problem analysis, learner-centered teaching) directly affect academic and personal growth (Zimmerman & Schunk, 2011).

- Motivation in Role Competencies (psychological support, emotional and social development) help promote students' well-being (Noddings, 2013).

The concept of Kālaññū (knowing Time) is critical here. Teachers who understand timing—knowing when to intervene or provide feedback—can enhance both student learning and their emotional development. This aligns with Ausubel's Meaningful Learning Theory (2000), which emphasizes connecting new knowledge to existing cognitive frameworks.

In summary, teacher motivation competencies, especially the ability to time interventions, significantly influence teaching effectiveness and student outcomes. Future research should explore how these competencies evolve across cultural contexts.

The 8C Model (3-8-21) integrates core, functional, and role competencies, providing a structured approach to fostering motivation in Insight Meditation practitioners. The model's eight components and 21 subcomponents are rooted in Buddhist psychological principles, particularly Dhammaññū and Atthaññū, which emphasize the embodiment of Dhamma by the teacher.

- Core competencies (C1 to C3) focus on the teacher's involvement and consistency, ensuring continuous support and the accumulation of knowledge.

- Functional competencies (C4 to C6) emphasize systematic teaching and feedback, enhancing the learning environment.

- Role competencies (C7 and C8) stress the teacher's responsibility to provide psychological support and create a conducive meditation environment.

Expert feedback on the model indicates high appropriateness, with scores ranging from 4.40 to 4.80, suggesting it effectively addresses key aspects of motivation in meditation

practice. However, challenges remain in ensuring a sufficient number of qualified Insight Meditation Masters who can fully embody the model's components.

Challenges and Implications: A key challenge is the availability of trained Insight Meditation Masters capable of practicing all eight components of the model. Continuous training and community collaboration are essential for overcoming this limitation. Future research should explore the model's application across diverse cultural and spiritual contexts, as well as its long-term impact on teacher development and practitioner outcomes.

Conclusion: The 8C Model offers a comprehensive, structured framework for Insight Meditation Masters, integrating Buddhist psychology with motivational theory. While the model is highly applicable, the challenge lies in ensuring sufficient qualified teachers. With continued development and research, the model can significantly enhance both teaching effectiveness and the spiritual growth of practitioners.

Knowledge from Research

This research synthesized knowledge from Buddhist psychology and Western educational psychology to develop a novel competency-based model – the 8C Model – for motivating Insight Meditation Masters. The model provides a practical framework for understanding and cultivating the qualities that contribute to effective meditation instruction.

Table 4. shows the knowledge model from the research

Competency Area	Component 8 C	Description	Key Buddhist / Western Concepts
Core Competencies (Personal Qualities)	Complete	Attention to detail and continuous improvement of teaching	Mindfulness, Growth Mindset
	Care	Providing consistent support and guidance to practitioners	Compassion, Empathy
	Cumulative	Ongoing self-development through study, practice, and experience	Lifelong Learning, Reflective Practice
Functional Competencies (Practical Skills)	Conjoin	Collaborative teamwork and systematic planning	Teamwork, Organizational Skills

	Create	Curriculum design and development with clear evaluation principles	Instructional Design, Assessment
	Cognition	Facilitating practitioner understanding through observation and feedback	Cognitive Development, Formative Assessment
Role Competencies (Professional Identity)	Cope	Creating and maintaining a conducive meditation environment	Environmental Psychology, Mindfulness of the Body
	Clever	Skillful application of Buddhist teaching principles (clear, motivating, courageous, cheerful)	Communication, Pedagogy

Key Conclusions and New Knowledge

1.The 8C Model provides a holistic framework encompassing personal qualities, practical skills, and professional conduct for Insight Meditation Masters.

2. The integration of Buddhist and Western psychological principles offers a richer understanding of motivation in the context of spiritual development.

3. This model provides a concrete set of competencies that can be used for training, self-assessment, and evaluation of Insight Meditation Masters.

4. The model highlights the importance of the teacher's role in creating a supportive and conducive learning environment for practitioners.

Transferring and Utilizing Research Results:

1. **Academia**: Integrate the 8C Model into curriculum development for Buddhist studies and teacher training programs. Conduct further research to validate and refine the model in diverse contexts.

2. **Communities/Society:** Utilize the 8C Model as a framework for training and development programs for meditation teachers in Buddhist centers and communities. Develop resources and workshops based on the model for wider public access.

3. **Economy:** Incorporate the 8C Model into mindfulness-based interventions and programs offered in corporate settings to enhance employee well-being and performance.

4**. Policy Proposals:** Advocate for the inclusion of mindfulness and meditation training programs in educational and healthcare systems, referencing the 8C Model as a framework for quality assurance and standardization.

By disseminating the 8C Model through these various channels, this research can contribute to a deeper understanding of effective meditation instruction and ultimately support the flourishing of individuals and communities. Further research exploring the impact of the 8C Model on both teachers and practitioners would be valuable to further refine and strengthen its application.

Conclusion

This research elucidates the seven qualities outlined in the Dhammañ**ñ**ūsutta as pivotal motivational mechanisms employed by Insight Meditation Masters to inspire practitioners. These qualities transcend theoretical frameworks, serving as actionable tools that facilitate deep understanding, personal transformation, and spiritual growth. Rooted in Buddhist psychological principles and complemented by educational psychology theories, these qualities create a robust foundation for fostering meaningful engagement and sustained practice among meditators.

The study further categorizes teacher motivation competencies into core, functional, and role competencies, demonstrating that motivated teachers significantly enhance both their instructional effectiveness and their student's well-being and academic outcomes. This categorization underscores the multifaceted nature of teacher motivation, highlighting its critical role in creating a supportive and transformative learning environment.

Central to this framework is the 8C Model (3-8-21), which integrates core, functional, and role competencies into a comprehensive structure for motivating practitioners. The model offers a systematic approach to nurturing motivation, thereby promoting holistic development within meditation settings. However, the implementation of the 8C Model faces challenges, particularly in ensuring the availability of qualified Insight Meditation Masters who can embody and transmit all aspects of the model effectively.

The implications of this research suggest that a holistic approach to motivation, which harmoniously blends Buddhist psychological insights with contemporary educational psychology, provides valuable strategies for enhancing teaching and learning in meditation practices. Future research should aim to refine the 8C Model, exploring its applicability across diverse cultural and educational contexts. Additionally, longitudinal studies are recommended

to assess the long-term impact of this model on both teacher and practitioner development, thereby contributing to the sustained growth and efficacy of Insight Meditation practices.

In summary, this study highlights the transformative potential of integrating Buddhist psychology with educational frameworks to cultivate motivated practitioners, ultimately advancing the field of meditation education and fostering profound spiritual and personal growth.

Suggestions

This research highlights the importance of embodied teaching practices, adaptive strategies, and master-practitioner relationships in fostering motivation within Insight Meditation. Emphasizing experiential learning and the embodiment of core principles—such as mindful movement, sensory awareness, and compassionate action—can inspire deeper engagement and transformation. Teachers who embody the teachings they impart, serving as living role models, significantly enhance motivation by providing a clear example for students to emulate. The research also underscores the importance of cultivating strong mentor-mentee relationships, where experienced practitioners provide personalized support, guiding newer students in a way that promotes sustained motivation and personal growth.

For future research, examining the long-term impact of embodied teaching methods on motivation and well-being would be valuable, with longitudinal studies tracking changes in emotional regulation, stress levels, and prosocial behaviors. Additionally, exploring the cross-cultural applicability of these embodied practices across different spiritual traditions and cultural contexts could broaden their impact. Together, these future directions would enhance understanding of how embodied practices of master influence motivation and personal transformation of practitioners.

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