

CHAPTER 6: DATA ANALYSIS AND INTERPRETATION**6.1. INTRODUCTION**

Chapter Five described and explained in detail the process, rationale and purpose of the mixed methods research design, (cf. par. 5.7, p. 321, p. Fig. 16, p. 318; 17, p. 326; 18, p. 327). The mixed methods research design were applied in this research study to acquire an experiential overview of the extent of school sport management in a group of identified South African schools in accordance with their diverse needs. As was clearly outlined in Chapter Two, a combination of qualitative and quantitative research methodologies was employed for the purpose of more comprehensive responses to provide for unexpected developments and to clarify idiosyncratic circumstances. Furthermore, a theoretical framework based on an extensive literature study in Chapters Two, Three and Four assured the reliability (cf. par. 5.8.3, p. 329; 5.9.4, p. 342) and validity (cf. par. 5.8.3, p. 328; 5.9.5, p. 346) of the measuring instruments. Grounded in the conceptualisation of the rather sophisticated research process that was made possible by the illustration of a mixed research model (cf. par. 5.7.4.3, p. 326; Fig. 18, p. 327), the description of the research design and methods in Chapter Five represented the rationale for decisions and procedures pertaining to data collection and the deconstruction process.

In this chapter, the captured data from the qualitative and quantitative research is presented, analysed, described and interpreted in a systematic manner as the next step of the research process. The documentation and analysis process aimed to present data in an intelligible and interpretable form in order to identify trends and relations in accordance with the research aims (cf. par. 1.3.2, p. 12). In turn, the identified trends and relations in accordance with the research aims, would enable the researcher to develop a sport management programme for educator training in accordance with the diverse needs of South African schools.

The research results were firstly presented as an analysis of the qualitative data obtained from the individual semi-structured interviews (cf. par. 5.8.4.2, p. 332). The analysis of the qualitative data was followed by an analysis of the quantitative data that was recorded by the questionnaire (cf. par. 5.9.3, p. 339). Furthermore, it is important to remain mindful of the fact that the data from the qualitative and quantitative sections are connected, in that the results of qualitative data contributed to the development of the quantitative questionnaire for school sport managers⁹⁰ and related role players, concerning the relevant needs and competencies in accordance with the diverse needs of

⁹⁰Cf. p. par. 5.4, p. 316; 5.7.4, p. 324; 5.9, p. 333; 5.9.3, p. 339

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