

**ANÁLISE QUALITATIVA DO CONTEÚDO DO CURSO DE ESTÁGIO E  
FUNDAMENTOS DE EMPREENDEDORISMO DE CENTROS DE TREINAMENTO  
UTILIZANDO O SOFTWARE MAXQUDA**

**ANÁLISIS CUALITATIVO DEL CONTENIDO DEL CURSO DE PASANTÍA Y LOS  
FUNDAMENTOS DE ESPÍRITU EMPRESARIAL DE LOS CENTROS DE  
CAPACITACIÓN QUE UTILIZAN EL SOFTWARE MAXQUDA**

**QUALITATIVE ANALYSIS OF INTERNSHIP COURSE CONTENT AND  
ENTREPRENEURSHIP FUNDAMENTALS OF TRAINING CENTERS USING  
MAXQUDA SOFTWARE**

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**ABSTRACT:** The purpose of this study was to analyze the content of internship courses and entrepreneurship fundamentals of applied science education centers in west of Iran. This study is a qualitative research paradigm. The sample was selected from among the agricultural professors of the mentioned universities and the apprenticeship course employers were selected by purposeful sampling with snowball sampling technique. Data were collected through individual interviews and focus group interviews with semi-structured questions. In the process of gathering information, each survey took about 20 to 30 minutes on average. Finally, after interviewing 20 experts, the data collection process was completed. In this study, data were analyzed using traditional (conventional) content analysis using two steps of open and axial coding and 11 Maxquda software. Content Analysis of Expert Interviews to Extract 38 Concepts in Open Coding and 5 Axiomatic and Extensive Concepts Including the Effects of Internship Courses and Entrepreneurship Basics, Internship Course Content and Entrepreneurship Basics, Internship Benefits, Internship Problems, and Features Requirements Course instructor led.

**Keywords:** internship, entrepreneurship basics, applied science centers, Maxquda software.

### **Introduction**

Nowadays, only nine of our main points are being used in our country, but with increasing attention, in the two decades that we can see it. I have confronted the policymakers of these countries in great numbers, so that the decline and fall of some of them is in the midst of a crisis. On the other hand, one of the most important areas of the field was students who did not have the individual skills and competence needed to set up their own businesses and sought to create entrepreneurial and entrepreneurial opportunities in their organizations. On

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the other hand, three of the best approaches that have been voted for by higher education policy makers and planners have been to provide internship courses and entrepreneurship fundamentals for students at universities. These courses are offered at most universities, including the University of Applied Sciences, in line with the philosophy of the university, which is to teach students skills. Any educational experience combined with a job can be called "internship" and it is this combination that makes internship a unique tool for career exploration (QASEMI & ASADI, 2010). The term internship refers to the term "intern" and refers to a person who is employed in an institution while studying at university or after graduation (MORADI et. al., 2012). The internship is an opportunity for students to become familiar with the workplace, which not only enhances their potential for future employment but also gives interns more choice in the tasks they are assigned to do so. Understand their interests and tendencies in different fields and evaluate the strengths and weaknesses of their work.

Practical science-applied trainings are: trainings that focus on the development of professional skills and the application of science in the real workplace in addition to the scientific basis. Therefore, the present study seeks to answer the question of how internship courses and entrepreneurship fundamentals are for agricultural students in science-applied university, but a study that demonstrates this effect scientifically at a sufficiently high level in the country. It is not an issue and this is a problem; the results of this study can also provide useful information about internships to programmers, university officials and practitioners, especially science- It should be implemented at the level of the western provinces of the country, according to which the authorities will develop the program Comprehensive, strategic and effective in holding periods and provide internships for students studying entrepreneurship and other Rshth-Ha undertake.

In their study, Martin et al. (2013) concluded that entrepreneurship training had a positive impact on entrepreneurial knowledge, skills, and intention. Therefore, students who have completed Entrepreneurship training have subjective norms, attitude toward entrepreneurship, perceived behavioral control, and their entrepreneurial intentions following the above program. On the other hand, the results of Moradi and Delshad study (1396) showed that there is a significant relationship between carbiners and apprenticeships with employment and entrepreneurship of graduates. On the other hand, Karimi et al. (2016) in their study concluded that entrepreneurial education has a positive and significant effect on attitude variables, perceived behavioral control, subjective norms and entrepreneurial intention of students. However, the results of Badri et al.'s (2016) study of students

'entrepreneurial capabilities showed that students' entrepreneurial abilities in the field of independence, internal control, motivation for progress, and creativity were above the limit. The mean and risk scores are lower than the mean of the benchmark score. The study results showed that university education was not effective in fostering entrepreneurial characteristics of students. On the other hand, Rahmanian Koshkaki et al. (2014) in their study by studying the status of entrepreneurship education in science-applied centers in Fars province concluded that the most important barriers to entrepreneurship education in science-applied centers include: The weaknesses of support and consulting services are the inadequacy of applied training, the poor understanding of financial and management laws, and the weakness of the educational program. The findings of Azizi and Taheri's research (2013) showed that participation in entrepreneurship classes has increased the intention and tendency for entrepreneurship. In addition, the research results showed that participation in entrepreneurship classes has led to the reinforcement of some of the important psychological traits necessary for entrepreneurship, such as success, risk-taking, and independence. Also, the results of a study by Bagher Sadad et al. (2013) showed that entrepreneurship education affects entrepreneurship intention and perception of technical and vocational students. However, the results of Hosseini's study (2013) showed that apprenticeship and internship courses do not have a significant impact on the development of entrepreneurial intention and the training of skilled and entrepreneurial staff.

### **Research Methodology**

This study is a qualitative research paradigm. For the purpose of this study, a sample of 20 agricultural professors and practitioners were selected through purposeful sampling by snowball sampling technique. Snowball sampling technique has been used to identify the contributors to other individuals (RANJBAR et al., 2012). In this study, data were collected through individual interviews and focus group interviews with semi-structured questions. The process of gathering data was that each interview took about 20 to 30 minutes on average. The study began with an open-ended question, and after several interviews, theoretical saturation was obtained and the data collection process was terminated, meaning no further information was obtained from subsequent interviews. Oktai (2012) states that theoretical saturation occurs when data that help define a class's characteristics are no longer included in the research. Finally, after interviewing 20 experts, the process of data collection was completed and the required information was obtained. The following steps were taken to ensure the validity of the research as well as to assure accuracy and reliability from the perspective of the researcher, participant, or reader: 1: Member Review; Reviewed the findings and expressed

their views on them. 2: Contributor review: In addition to receiving valuable feedback from the research team with a number of experts and experts in a discussion session. One group examined the categories and categorized them.

In this study, traditional content analysis method with inductive approach was used to analyze the data according to the nature of the research. Conventional content analysis is usually used in studies designed to describe a phenomenon. This type of design is often appropriate when existing theories or research literature on the phenomenon under study are limited. In this case, the researcher avoids using prescriptive categories and instead arranges for categories to emerge from the data (IMAN & NOSHADI, 2011). Therefore, in this study, the content of interviews was analyzed using two stages of open coding and axial coding. In open coding, all field notes were extracted and coded from the interviews, read, and then key concepts. Subsequently, phrases and concepts that were similar to each other were combined to form sub-concepts. In axial coding, subcategories of clustering and broad concepts were formed in the form of comprehensive and barrier concepts. To facilitate the data analysis process, these two coding steps were performed in the Maxqda 11 software environment. After the interviews, each was typed in a separate file in Word software, and the interviews were coded by calling files in the Maxqda software environment. Maxqda is a powerful software for qualitative data analysis that facilitates the analysis of interviews in qualitative studies (RAMAZANI, 2010).

## **Findings**

Interviews with experts on the content of internship courses and entrepreneurship fundamentals raised questions such as "What do you think internship content should be?", "What do you think entrepreneurship fundamentals content should include?" ", " What do you think the trainee should have? ", " What are your internship problems?", "How effective are internship courses and entrepreneurship fundamentals in creating entrepreneurial intention for students?"

In this part of the study, open and pivotal coding was performed to analyze the interviews with experts. In open coding, all field notes from the interviews were read out, and then the key concepts were extracted and coded. Subsequently, phrases and concepts that were similar to each other were combined to form sub-concepts. In axial coding, subcategories of classification and broad concepts were formed in the form of comprehensive and barrier concepts. The concepts extracted in the open coding step are listed in Table 1. The columns contain the concepts code and the columns opposite the concepts.

The content analysis of the interviews in the Maxqda 11 environment resulted in the extraction of 38 concepts in open coding. These concepts were also grouped into five broad categories or concepts in axial coding. Table 2 shows the concepts extracted in axial coding as well as the concepts of open coding, the frequency of each concept and the number of references (Perceptual Analysis of Coded Codes). Frequency (number of sources) means the number of interviewees referring to the subject matter and the number of communications is the content of the interviewee's perception of the subject. Accordingly, the most frequent interviewee (number 20) in terms of concepts related to: identifying and training entrepreneurs, empowering students, helping to choose the right path after graduating students, training practical skills, understanding business conditions and Working closely, fully familiarizing the teacher with the content of the course, encouraging students to learn specific skills and professions, familiarizing students with their field-related work environment, mismatching the content of the course with the students' needs, working conscience and motivating the teacher and teaching the skills to The form is practical. In terms of number of references there are also concepts: helping to choose the right path after graduating students (25 times), empowering students and understanding business situations closely (23 times), practical skills training, skills training Practical, identifying and training entrepreneurs (22 times), enhancing students' confidence, introducing students to business and industry professionals, fully lecturing the content of the course, encouraging students to learn specific skills and professions, acquainting students With a field-related work environment, mismatching course content with student needs and work conscience, and high teacher motivation (20 df Ah), respectively, received the most referrals.

**Table 1** - Perceptual analysis of the codes extracted from the interviews:

pivotal coding (Extensive concepts)	Sub Concepts by Concepts	Number of References	frequency (Source)
The Effects of Internship and Entrepreneurship Basics lessons.	The necessity of Entrepreneurship Education in University	21	22
	Identification and training of entrepreneurs	20	20
	Entrepreneurship education from childhood and children's talent inflorescence	8	5
	Skill to thinking freely and developing your skill and talent	16	15
	Increase students' self-confident	20	17
	Empowerment Students	23	20
	Helping to choose the right path after students graduate	25	20
Total		133	117
	Practical skills training	22	20

pivotal coding (Extensive concepts)	Sub Concepts by Concepts	Number of References	frequency (Source)
The Content of Internship and Entrepreneurship Basics lessons	Visiting of the industries and factories	15	13
	Confronting Entrepreneurs	16	16
	Understanding business conditions closely	26	20
	Attraction the ideas of the students by the employer	12	10
	The introduction of students to business owners and industry and market sector professions.	20	18
	Lack of introduction students to departments and organizations	14	12
	Giving priority to students who have completed internships for self-employment facilities.	17	14
	Using lecturers of familiar with practical activities	16	16
	Lecturer's full acquaintance with the content of the term	20	20
Total		178	159
Advantages of internship period	Students' acquaintance with the concepts of entrepreneurship	15	15
	Students' acquaintance with ways of business startup	16	14
	Students' acquaintance with their talents and skills	17	16
	Positive changes in the motivation and attitudes of students towards the business	19	18
	Encouraging students to learn a particular skill and profession	20	20
	Encouraging students to business startup	15	15
	Students' acquaintance with work environment related to their field	20	20
Total		122	118
Disadvantages of internship period	lack of appearance's student at the place of internship and formal send of the report	18	16
	lack of acceptance's intern by relevant organizations and institutions	15	15
	lack of matching's period content with students' needs	20	20
	Using Students for perform Unhelpful tasks	16	16
	Lack of training of the skills required to students during the internship	15	15
	lack of appropriate organizing students in the relevant departments and organizations	18	18
	Most students are employed and lack of sufficient time for internship	12	12
	The hours of the course are long	11	10
	Limited to organizations and departments defined in the internship process	13	13
	The reluctance of most of the students to spend the course	15	15
	lack of acceptance's intern by Institution and the organization for the financial burden of period's lecturer fee	14	14

pivotal coding (Extensive concepts)	Sub Concepts by Concepts	Number of References	frequency (Source)
Total		167	164
period's lecturer Required Features	Work conscientiousness and lecturer's High motivation	20	20
	Skills training practically	23	20
	A close relationship between the coach and the student	16	16
	Consecutive visits to student activity location	15	15
Total		74	71

**Source:** Authors elaboration, 2020.

As shown in Table 2, one of the components (broad concepts) extracted from the text of the interviews is "Internship Course Effects and Entrepreneurship Fundamentals". Interviews with relevant experts highlighted some of the effects of internship courses and entrepreneurship fundamentals. As most experts talk about identifying and educating entrepreneurs, teaching entrepreneurship from childhood and developing children's talents, freelance thinking and developing their skills and talents, enhancing students' self-confidence, empowering students, and Help pointed to choosing the path right after graduating students.

Another component extracted from the text of the interview with experts is "Internship Course Content and Foundations of Entrepreneurship". In this regard, such as: training practical skills, visiting industries and factories, understanding business conditions closely, attracting ideas from the employer, introducing students to business and industry professionals, The use of lecturers familiar with practical activities indicated the priority of students who have completed internships to obtain self-employment facilities and the lecturer's complete familiarity with the content of the course.

### **Conclusions And Suggestions**

According to the results of the content analysis, another component that was extracted from the text of the interview with experts is the "benefits of the internship". Most of the experts mentioned many things during the interview. Including: familiarizing students with entrepreneurial concepts, familiarizing students with ways to start a business, acquainting students with their talents and skills, positive changes in students' motivation and attitude toward business, encouraging students to learn skills and Special Occupation and familiarizing students with their field of work.

Another important component that was extracted from the interviews is "internship problems". Interviews with relevant experts highlighted many of the internship problems. If the majority of the experts in their speeches refer to issues such as the absence of students in

the internship and the formal submission of reports, the lack of interns 'acceptance by the relevant organizations and institutions, the mismatch of the course content with the students' needs, the use of students to perform tasks. Inappropriately, the lack of training required for students during internships and the lack of proper organization of students in the relevant departments and organizations were noted. Most students are employed, and lack of time to complete internships, long hours, limited organization and practices defined in the internship process, and most students not willing to spend internships and rejection by the institution due to the burden. Teachers' payroll finances were other issues that experts considered to be problems with the internship.

"Characteristics required of the course instructor" are among the categories extracted in the interviews with experts, in which the conscience and motivation of the instructor are high, practical skills training, close communication between the instructor and Student skills and consecutive visits to the student activity site were noted.

In this study, the content of internship courses and entrepreneurship fundamentals were analyzed. Qualitative Content Analysis with Inductive Interviewing with Experts Extracts 38 Concepts in Open Coding and 5 Extensive and Core Concepts Including: The Effects of Internship Courses and Entrepreneurship Basics, Internship Course Content and Entrepreneurship Basics, Internship Benefits, Internship Problems And the qualities required of the lecturer resulted. Content analysis results showed that most experts believe that internship courses and entrepreneurship fundamentals can have effects such as identifying and training entrepreneurs, freelance thinking and developing their skills and talents, enhancing students' self-confidence, empowering students and helping them choose the right path. Follow up after students graduate. Thus, with the better implementation of these courses, it can be hoped that a useful step will be taken towards employment and reducing the effects of unemployment among college graduates. The results of the study by Winset and Farlow (2008) also support this finding. Interviews with relevant experts also highlighted some of the issues that need to be included in internship content and entrepreneurship fundamentals. Including: training practical skills, visiting industries and factories, understanding business conditions closely, attracting student ideas from employers, introducing students to industry and marketplace business professionals, using activity-familiar instructors- Practices prioritize undergraduate students for self-employment facilities and full lecturer familiarity with course content. These results are in line with the studies of Hosseini Largani et al. (2008) and Saadi and Soleimani (2013). On the other hand, Barani et al. (2010) also concluded in their study



that during entrepreneurship and internship, learners need to be familiar with business conditions and visit business activities and practical skills. Also learn.

The results of the content analysis showed that most of the experts during the interview talked about the benefits of the internship period. Including students' familiarity with entrepreneurial concepts, familiarizing students with business start-ups, acquainting students with their talents and skills, positive changes in students' motivation and attitude towards business, encouraging students to learn skills and the special profession and familiarity of students with their field of work. The results of Qasemi and Asadi's (2010) study are in line with the results of the present study. As the results showed, one of the important components that was extracted from the interviews was the internship problems. If the majority of the experts in their speeches refer to issues such as the absence of students in the internship and the formal submission of reports, the lack of interns' acceptance by the relevant organizations and institutions, the mismatch of the course content with the students' needs, the use of students to perform tasks. Inappropriately, the lack of training required for students during internships and the lack of proper organization of students in the relevant departments and organizations were noted. Most students are employed, and lack of time to complete internships, long hours, limited organization and offices defined in the internship process, and most students not willing to spend internships and rejection by the institution due to the burden. Teachers' payroll finances were other issues that experts considered to be problems with the internship. These findings are in line with the results of Rahmanian Koushki et al (2014) and Haji Mir Rahimi and Makhbar (2010).

According to the results of the content analysis, another element extracted from the text of the interview with the experts is the characteristics required of the course instructor. In the interviews with relevant experts, some of the features required by the course instructor were mentioned. Such as a high level of conscientiousness and motivation for the teacher, practical skills training, close communication between the instructor and the learner, and frequent visits to the student activity site. In his study, Saadi and Soleimani (2013) also emphasized the importance of trainee traits in the effectiveness of these courses. Some of the important features such as working conscience, practical skills training and familiarity complete instructor with course goals listed for instructors in these courses.

Based on the results of this study, the following suggestions are offered: Considering the importance of these courses in entrepreneurship and employment of graduates, it is recommended that students be appropriately justified on the goals of the

program and the course prior to the start of the internship so that they can make the most of these courses.

Because content analysis results show that most experts believe that internship courses and entrepreneurship fundamentals can lead to identifying and educating entrepreneurs, empowering students, and helping them choose the right path after they graduate. Therefore, it is recommended that these courses be offered more seriously and over a longer period.

As the results showed, the absence of students at the place of internship and the formal submission of reports is one of the problems of internships. Therefore, it is recommended that students be assessed more accurately during and after internships. This can minimize the amount of violations in this area by regular visits to the intern's place of work as well as requesting continuous and short-term reports of interns during their internship.

The results also showed that interns' refusal to accept internships by related organizations due to the financial burden of the lecturer's fees were other issues that experts considered to be internship problems. Therefore, it is recommended that the University of Applied Sciences and Technology, with the Ministry of Science, Research and Technology, make the most of the necessary coordination in this regard with the relevant organizations and take a step towards resolving this problem by undertaking the related costs.

According to the results, mismatches of course content with students 'needs and students' use of inappropriate tasks were other problems with the implementation of internships. In order to resolve this problem, it is necessary to define an operational plan for interns, a plan developed and coordinated by the Ministry of Science and Labor and Social Welfare for employers in accordance with internship goals, and that employers and related organizations are required to comply with the standards. These programs.

#### **ANÁLISE QUALITATIVA DO CONTEÚDO DO CURSO DE ESTÁGIO E FUNDAMENTOS DE EMPREENDEDORISMO DE CENTROS DE TREINAMENTO UTILIZANDO O SOFTWARE MAXQUDA**

**RESUMO:** O objetivo deste estudo foi analisar o conteúdo dos cursos de estágio e os fundamentos do empreendedorismo de centros de ensino de ciências aplicadas no oeste do Irã. Este estudo é um paradigma de pesquisa qualitativa. A amostra foi selecionada entre os professores agrícolas das universidades mencionadas e os empregadores do curso de aprendizagem foram selecionados por amostragem proposital com técnica de amostragem em bola de neve. Os dados foram coletados por meio de entrevistas individuais e entrevistas em grupo focal com perguntas semiestruturadas. No processo de coleta de informações, cada pesquisa demorou em média de 20 a 30 minutos. Por fim, após entrevistar 20 especialistas, o processo de coleta de dados foi concluído. Neste estudo, os dados foram analisado por meio de análise de conteúdo tradicional (convencional) usando duas etapas de codificação aberta e axial e 11 software MAXQUDA. Análise de conteúdo de entrevistas de especialistas para extrair 38 conceitos em código aberto e 5 conceitos axiomáticos e abrangentes, incluindo os efeitos de cursos de estágio e conceitos básicos de empreendedorismo, conteúdo do curso

de estágio e princípios básicos de empreendedorismo, benefícios de estágio, problemas de estágio e requisitos de recursos O instrutor do curso ministrou.

**PALAVRAS-CHAVE:** Estágio, Fundamentos do Empreendedorismo, Centros de Ciências Aplicadas, and Software Maxqda.

### **ANÁLISIS CUALITATIVO DEL CONTENIDO DEL CURSO DE PASANTÍA Y LOS FUNDAMENTOS DE ESPÍRITU EMPRESARIAL DE LOS CENTROS DE CAPACITACIÓN QUE UTILIZAN EL SOFTWARE MAXQUDA**

**RESUMEN:** El propósito de este estudio fue analizar el contenido de los cursos de pasantías y los fundamentos del espíritu empresarial de los centros de educación en ciencias aplicadas en el oeste de Irán. Este estudio es UN paradigma de investigación cualitativa. La muestra fue seleccionada entre los profesores de agricultura de las universidades mencionadas y los empleadores Del curso de aprendizaje fueron seleccionados mediante un muestreo intencional con la técnica de muestreo de bola de nieve. Los datos fueron recolectados a través de entrevistas individuales y entrevistas a grupos focales con preguntas semiestructuradas. En el proceso de recopilación de información, cada encuesta tomó de 20 a 30 minutos en promedio. Finalmente, luego de entrevistar a 20 expertos, se completó el proceso de recolección de datos. En este estudio, los datos se analizaron usando análisis de contenido tradicional (convencional) usando dos pasos de codificación abierta y axial y el software 11 MAXQUDA. Análisis de contenido de entrevistas a expertos para extraer 38 conceptos en codificación abierta y 5 conceptos axiomáticos y amplios que incluyen los efectos de los cursos de pasantía y los conceptos básicos de emprendimiento, el contenido del curso de pasantía y los conceptos básicos de emprendimiento, beneficios de pasantía, problemas de pasantía y características Requisitos Dirigido por un instructor del curso.

**PALABRAS CLAVE:** Prácticas, Conceptos básicos de emprendimiento, Centros de ciencias aplicadas, Software Maxqda.

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