

The Relationship Between College Students' Entrepreneurial Intention and the Teaching Quality of Innovation and Entrepreneurship Practice

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Abstract—A thorough understanding of the current Innovation and Entrepreneurship (I&E) practice education mode in colleges and universities and the college students' entrepreneurial intention is crucial to enabling the entrepreneurship of college students to play a more important role in the development of social economy. However, existing studies generally neglect the influence of college students' entrepreneurial intention on the teaching quality of I&E practice, so to fill in this research blank, this paper aims to study the relationship between college students' entrepreneurial intention and the teaching quality of I&E practice. In the beginning, this paper built a research model for the relationship between college students' entrepreneurial intention and the teaching mode of I&E practice in colleges and universities and an analysis model for the college students' entrepreneurial intention. Then, this paper adopted the Intuitionistic Fuzzy Analytic Hierarchy Process (IF-AHP) to further analyze college students' entrepreneurial intention, and the correlation between college students' entrepreneurial intention and the teaching mode of I&E practice in colleges and universities was analyzed in detail. After that, in the experiment, this paper focused on 7 core factors in 5 dimensions, and performed cross analysis on these extracted factors and college students' entrepreneurial intention. At last, this paper summarized the data of 6 monitoring items of 2 sample sets and gave the scores of college students' entrepreneurial intention in the 6 aspects, and the results suggested that for college students with stronger entrepreneurial intention, the teaching quality of I&E practice was higher.

Keywords—college students' entrepreneurial intention, I&E practice, teaching quality, Intuitionistic Fuzzy Analytic Hierarchy Process (IF-AHP), correlation analysis

1 Introduction

Ever since Chinese premier Li Keqiang has put forward the initiative of “Mass entrepreneurship and innovation” at the summer Davos Forum in September 2014,

Chinese people's enthusiasm for I&E has been raised to an unprecedented level [1-5], the college students with professional knowledge have gradually become the main force in the entrepreneur group, and an active entrepreneurial intention is conducive for college students to carry out entrepreneurial activities that are beneficial to social development [6-14]. In China, colleges and universities have invested a lot in college students' I&E education, however, in existing curriculum, the proportion of practice class is still much less than that of theory class, so its role is quite limited; moreover, there're other unsolved issues with the I&E education of college students, such as the incomplete course system, the incoherent teaching links, and the poor operation of the mechanism, etc. [15-22]. To retain college students' entrepreneurial enthusiasm, it's necessary for researchers to figure out the current teaching mode of I&E practice in colleges and universities, and current college students' entrepreneurial intention, which is crucial to enabling the entrepreneurship of college students to play a more important role in the development of social economy.

Based on theories of cognition and planned behavior, Bian et al. [23] analyzed the influence of entrepreneurial education on entrepreneurial intention, and the influence of risk perception and self-efficacy on college students' entrepreneurial experience, and their research results showed that entrepreneurship education can effectively promote the formation of entrepreneurial intention. Yousaf et al. [24] proposed a sequential mediation framework to examine the influence of entrepreneurship education on entrepreneurial intention through self-efficacy and entrepreneurial attitude, their findings suggested that there is a kind of sequential mediation exists between entrepreneurship education and entrepreneurial intention by channelizing through entrepreneurs' self-efficacy level that transforms an attitude towards starting a new business venture. The relationship between college students' entrepreneurial intention and entrepreneurship education has attracted much attention from field scholars. Entrepreneurial alertness is the psychological basis for entrepreneur to identify business opportunities. Entrepreneurial intention and entrepreneurial alertness are two focuses in entrepreneurship research. Sang and Lin [25] studied the entrepreneurial education, entrepreneurial alertness, and entrepreneurial intention, and empirically verified the relationship among these three variables, and their conclusions revealed that entrepreneurial alertness plays a significant mediating and regulating role between entrepreneurial education and entrepreneurial intention. The development of online platforms is very important for the promotion and practice of I&E education. Scholar Wu [26] analyzed the practice optimization of college students' I&E education mode based on the overall society participation. By establishing an overall society participation mechanism, a good interaction mechanism between universities, government and enterprises could be formed. Implementing tutor system in the I&E training programs for college students is of great significance to the cultivation of innovative talents, in view of this problem, Liu et al. [27] discussed the cultivation of college students' innovation ability under the tutor system and proposed to consider and solve the problem from the aspects of training mode, practice form, and effect.

In terms of I&E practice, world field scholars have attained fruitful research results, but most of them focus on aspects such as the necessity, objectives, content

optimization, teaching method innovation, and teaching system upgrade of the I&E education, and few have concerned about the influence of college students' entrepreneurial intention on the teaching quality of I&E practice. Therefore, to fill in this research blank, this paper aims to study the relationship between college students' entrepreneurial intention and the teaching quality of I&E practice. In the second chapter, this paper constructed a research model for the relationship between college students' entrepreneurial intention (hereinafter as the relationship model) and the teaching mode of I&E practice in colleges and universities and an analysis model for the college students' entrepreneurial intention (hereinafter as the analysis model). In chapter 3, this paper used AHP to determine the weights of influencing factors, and employed the IF-AHP to further analyze college students' entrepreneurial intention. In chapter 4, the correlation between college students' entrepreneurial intention and the teaching mode of I&E practice in colleges and universities was analyzed in two steps: first, the preliminary judgment on the relationship between the two was given, then, the internal causality of the two was verified based on regression analysis. After that, in the experiment, this paper focused on 7 core factors in 5 dimensions, and performed cross analysis on these extracted factors and college students' entrepreneurial intention. At last, this paper summarized the data of 6 monitoring items of 2 sample sets and gave the corresponding analysis results based on the evaluation scores of college students' entrepreneurial intention.

2 The relationship model and the analysis model

For the relationship between college students' entrepreneurial intention and the teaching mode of I&E practice, there are many research ideas, and each has its respective advantages and disadvantages. Some of them viewed the problem from the different key points of practice teaching for different grades, while some studied the problem according to different teaching system branches. Figure 1 gives the structure of the proposed relationship model. In the model, the teaching mode of I&E practice was divided into two parts: the entrepreneurship practice project, and the entrepreneurial practice teaching; wherein entrepreneurial practice teaching was further divided into two parts: the campus practice teaching platform, and the off-campus experience and background. The purpose of setting up campus practice teaching platform and entrepreneurship practice project is to combine entrepreneurial theory with practice, so as to strengthen college students' entrepreneurial ability and realize the transformation of entrepreneurial achievements. The "off-campus experience and background" utilizes actual cases and real entrepreneurial background to cultivate college students' entrepreneurial awareness and help them accumulate entrepreneurial experience.

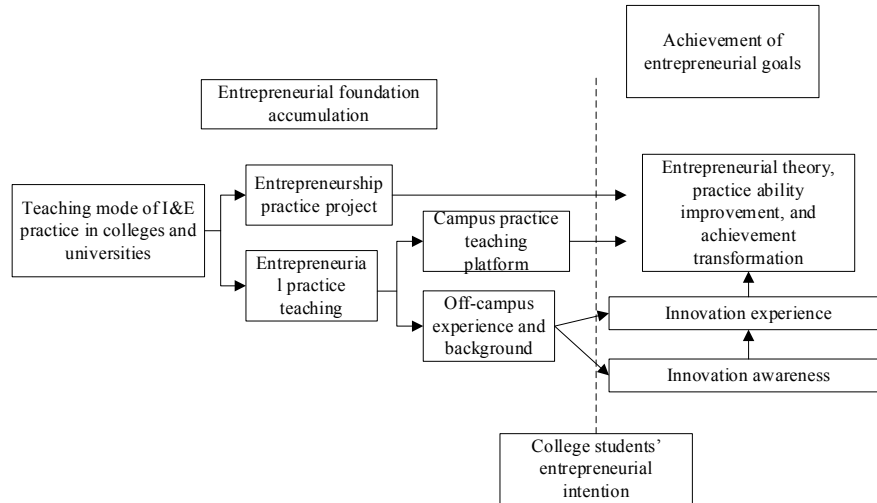


Fig. 1. Structure of the relationship model

The proposed analysis model is a multi-factor model. According to the learning and growth experience of college students, this paper chose to discuss the influencing factors of college students' entrepreneurial intention from 5 dimensions: basic information, self-cognition, background feature, learning experience, and entrepreneurial willingness, the details are given in Figure 2. In the proposed model, basic information is the control variable of college students' entrepreneurial intention, specifically, it contains 4 factors: age, gender, place of birth, and political status; the dimension of self-cognition contains 5 factors: physical and mental cognition, self-evaluation, self-experience, self-regulation, and self-discipline; the dimension of background feature contains 4 factors: material resource background, interpersonal resource background, social background, and cultural background; the dimension of learning experience contains 3 factors: educational level, entrepreneurship education experience, and entrepreneurial practice experience; the dimension of entrepreneurial awareness contains 5 factors: entrepreneurial motivation, entrepreneurial belief, entrepreneurial interest, entrepreneurial requirement, and entrepreneurial ideal.

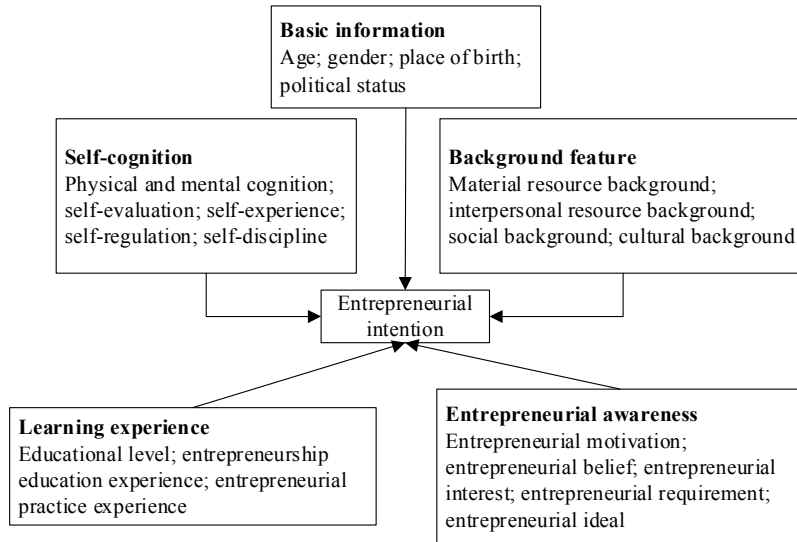


Fig. 2. Structure of the analysis model

3 Analysis of college students' entrepreneurial intention

In this paper, AHP was used to determine the weights of the influencing factors, and an analysis model with a hierarchical structure was built based on above analysis. Then, a judgment matrix was established to perform pairwise comparison on the influencing factors, and the weight of each influencing factor relative to its upper-level influencing factors was determined.

Assuming: the number of influencing factors in layer Y is m , the sum-product method in AHP was used to normalize each column in judgment matrix X^* of the objective layer of college students' entrepreneurial intention analysis X to the influencing factor layer Y_i , the obtained normalized judgement matrix can be denoted as $\{x_{ij}^*\}_{m \times m}$, in the matrix, there is:

$$x_{ij}^* = \frac{x_{ij}}{\sum_{i=1}^m x_{ij}} \quad j = 1, 2, \dots, m \tag{1}$$

Formula 2 calculates the sum of each row in the normalized judgment matrix:

$$\theta_i = \sum_{j=1}^m x_{ij}^* \quad i = 1, 2, \dots, m \tag{2}$$

Based on Formula 3, vector $Q=(\theta_1, \theta_2, \dots, \theta_m)^T$ could be normalized, then there is:

$$\theta_i^{(1)} = \frac{\theta_i}{\sum_{j=1}^m \theta_j} \quad i = 1, 2, \dots, m \quad (3)$$

The relative weight of X with respect to Y could be attained further:

$$Q^{(1)} = (Q_1^{(1)}, Q_2^{(1)}, \dots, Q_m^{(1)})^T \quad (4)$$

Let $i=1,2,\dots,m$, $p=1,2,\dots,n$, and the number of influencing factors of Y_i is represented by n , then the relative weight of the alternative layer D to the criterion layer Y_i can be calculated by the following formula:

$$Q_i^{(2)} = (Q_{1i}^{(2)}, Q_{2i}^{(2)}, \dots, Q_{pi}^{(2)}, \dots, Q_{ni}^{(2)})^T \quad (5)$$

The relative weight of D with respect to Y could be attained based on the following formula:

$$Q^{(2)} = (Q_1^{(2)}, Q_2^{(2)}, \dots, Q_p^{(2)}, \dots, Q_m^{(2)})^T \quad (6)$$

After weights had been determined, factors need to be subjected to consistency check, the matrix must pass the check so that the relative weights attained from Formula 10 could be scientific. Assuming $C.R$ presents the consistency ratio, and $C.I$ presents consistency index, then there is:

$$C.R = \frac{C.I}{R.I} \quad (7)$$

Assuming: μ_{max} represents the maximum eigenvalue of the judgment matrix, then the calculation formula of $C.I$ is:

$$C.R = \frac{\mu_{max} - m}{R.I} \quad (8)$$

Finally, the comprehensive weight of all influencing factors relative to the overall objective of college students' entrepreneurial intention analysis, namely the absolute weight, was generated. The calculation formula is:

$$Q^{(0)} = \theta^{(2)} \times \theta^{(1)} = (\theta_1^{(0)}, \theta_2^{(0)}, \dots, \theta_n^{(0)})^T \quad (9)$$

where,

$$\theta_p^{(0)} = \sum_{i=1}^m \theta_p^{(1)} \times \theta_{pi}^{(2)} \quad (10)$$

After above processing steps, the weight of each influencing factor with respect to the overall objective of college students' entrepreneurial intention analysis could be attained, and these values represent the importance of each influencing factor under the overall objective. By sorting the weights of the influencing factors, special attention could be focused on influencing factors with higher degree of importance.

In actual applications, conventional AHP relies too much on the subjective opinions of experts participated in analysis and evaluation. Although the extended fuzzy AHP is more objective, still it has the shortcoming that the information of the influencing factors is retained incompletely. To overcome the mentioned defects, this paper adopted the IF-AHP to further analyze college students' entrepreneurial intention. Figure 3 shows the analysis model. Assuming: $\lambda_{IF}(a)$ and $u_{IF}(a)$ respectively represent the membership degree and non-membership degree of element a in A belonging to fuzzy set IF , then $\lambda_{IF}:A \rightarrow [0,1]$, $u_{IF}:A \rightarrow [0,1]$, and they satisfy $0 \leq \lambda_{IF}(a) + u_{IF}(a) \leq 1$; also assuming $\phi_{IF}(a) = 1 - \lambda_{IF}(a) - u_{IF}(a)$ represents the intuitionistic index or the hesitation degree of IF , then it satisfies $0 \leq \phi_{IF}(a) \leq 1$; assuming A is a universe of discourse, then the intuitionistic fuzzy set IF on A could be defined as follows:

$$IF = \{ \langle a, \lambda_{IF}(a), u_{IF}(a) \rangle \mid a \in A \} \tag{11}$$

The constructed intuitionistic fuzzy judgment matrix could be written as $S = (s_{ij})_{m \times m}$, wherein i and j respectively represent the rows and columns in the intuitionistic fuzzy judgment matrix; the membership degree in the matrix is represented by $s_{ij} = (\lambda_{ij}, u_{ij})$, and the non-membership degree is represented by λ_{ij} , which respectively describe the relative importance of the i -th influencing factor with respect to the j -th influencing factor; the hesitation degree is represented by $\phi_{ij} = 1 - \lambda_{ij} - u_{ij}$, which is determined by λ_{ij} and u_{ij} . Next, the intuitionistic fuzzy judgment matrix was subject to the consistency check; first, the intuitionistic fuzzy consistency judgment matrix $S^* = (s_{ij}^*)_{m \times m}$ was calculated based on the original matrix $S = (s_{ij})_{m \times m}$. When j is greater than $i+1$, let $s_{ij}^* = (\lambda_{ij}^*, u_{ij}^*)$; when j is equal to $i+1$, let $r_{ij} = r_{-ij}$, $s_{ij} = s_{-ij}$; when j is less than $i+1$, let $s_{ij}^* = (u_{ij}^*, \lambda_{ij}^*)$. where,

$$\lambda_{ij}^* = \frac{\sqrt[j-i-1]{\prod_{p=i+1}^{j-1} \lambda_{ip} \lambda_{pj}}}{\sqrt[j-i-1]{\prod_{t=i+1}^{j-1} \lambda_{it} \lambda_{tj}} + \sqrt[j-i-1]{\prod_{t=i+1}^{j-1} (1 - \lambda_{it})(1 - \lambda_{tj})}} \tag{12}$$

$$u_{ij}^* = \frac{\sqrt[j-i-1]{\prod_{p=i+1}^{j-1} u_{ip} u_{pj}}}{\sqrt[j-i-1]{\prod_{p=i+1}^{j-1} u_{ip} u_{pj}} + \sqrt[j-i-1]{\prod_{p=i+1}^{j-1} (1 - u_{ip})(1 - u_{pj})}} \tag{13}$$

Formula of the consistency check is:

$$\eta(S^*, S) = \frac{1}{2(m-1)(m-2)} \sum_{i=1}^m \sum_{j=1}^m (|\lambda_{ij}^* - \lambda_{ij}| + |u_{ij}^* - u_{ij}| + |\phi_{ij}^* - \phi_{ij}|) \quad (14)$$

According to above formula, if and only if $\eta(S^*, S)$ is less than 0.1, the consistency check is considered to be passed; if $\eta(S^*, S)$ is greater than or equal to 0.1, it's considered that the consistency check is not passed, and the selected influence factors need to be adjusted further.

If the judgment matrix fails to pass the consistency check, an iteration parameters $\varepsilon, \varepsilon \in [0, 1]$, could be introduced to replace the processing method of direct elimination or re-evaluation, also, it can reduce the workload of inviting experts for re-evaluation and optimize the analysis process of college students' entrepreneurial intention.

In the specific operation process, at first, a new intuitionistic fuzzy consistency matrix $S' = (s'_{ij})_{m \times m}, s'_{ij} = (\lambda'_{ij}, u'_{ij})$ was generated, let:

$$\lambda'_{ij} = \frac{(\lambda_{ij})^{1-\varepsilon} (\lambda_{ij}^*)^\varepsilon}{(\lambda_{ij})^{1-\varepsilon} (\lambda_{ij}^*)^\varepsilon + (1-\lambda_{ij})^{1-\varepsilon} (1-\lambda_{ij}^*)^\varepsilon} \quad i, j = 1, 2, \dots, m \quad (15)$$

$$u'_{ij} = \frac{(u_{ij})^{1-\varepsilon} (u_{ij}^*)^\varepsilon}{(u_{ij})^{1-\varepsilon} (u_{ij}^*)^\varepsilon + (1-u_{ij})^{1-\varepsilon} (1-u_{ij}^*)^\varepsilon} \quad i, j = 1, 2, \dots, m \quad (16)$$

The formula for calculating relative weight is:

$$\theta_i = \left(\frac{\sum_{j=1}^m \lambda_{ij}}{\sum_{i=1}^m \sum_{j=1}^m (1-u_{ij})}, 1 - \frac{\sum_{j=1}^m (1-u_{ij})}{\sum_{i=1}^m \sum_{j=1}^m \lambda_{ij}} \right) \quad i = 1, 2, \dots, m \quad (17)$$

The absolute weight can be calculated by weighting and integrating the relative weights:

$$\beta_1 \oplus \beta_2 = (\lambda_{\beta_1} + \lambda_{\beta_2} - \lambda_{\beta_1} \bullet \lambda_{\beta_2}, u_{\beta_1} \bullet u_{\beta_2}) \quad (18)$$

$$\beta_1 \otimes \beta_2 = (\lambda_{\beta_1} \bullet \lambda_{\beta_2}, u_{\beta_1} + u_{\beta_2} - u_{\beta_1} \bullet u_{\beta_2}) \quad (19)$$

To meet analysis requirements, the score function and the sorting function shown as Formulas 20 and 21 could be selected:

$$F(\beta) = \frac{1-u_{ij}}{1+\phi_{ij}} \quad (20)$$

$$\tau(\beta) = 0.5(1 + \phi_\beta)(1 - \lambda_\beta) \quad (21)$$

So far, the IF-AHP analysis process of college students' entrepreneurial intention had been completed. Based on the analysis results, the relationship between college students' entrepreneurial intention and the teaching mode of I&E practice in college and universities could be explained and analyzed further to achieve the ultimate purpose of this research.

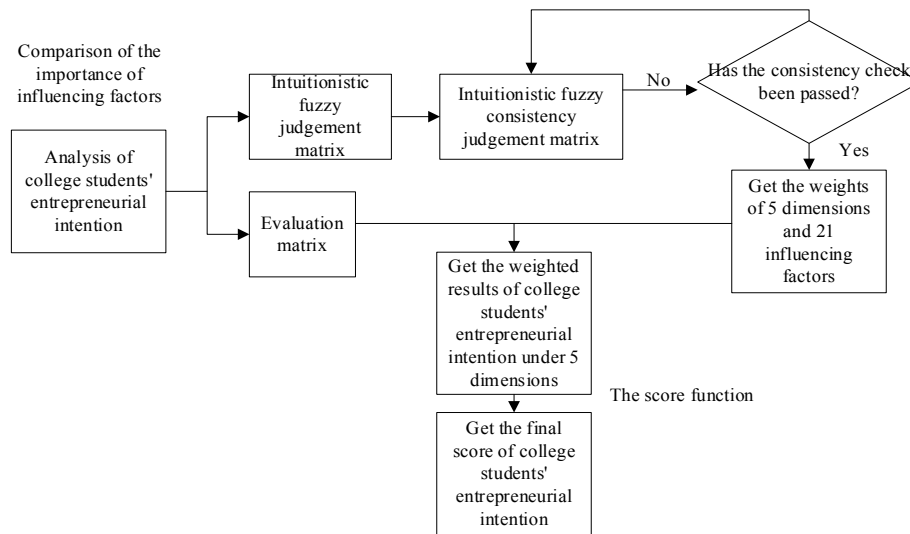


Fig. 3. Structure of the IF-AHP-based analysis model

4 Correlation analysis of college students' entrepreneurial intention and the teaching quality of I&E practice

By analyzing the correlation between the entrepreneurial intention of college students and the teaching mode of I&E practice, we can get the degree of relevance between the two, first, the relationship between the two could be judged preliminarily, and then the internal causality of the two can be further verified based on regression analysis.

To improve the said teaching quality, the teaching mode of I&E practice should be monitored from the following aspects: 1) Evaluate whether the practice plans of I&E education are suitable for the features of the disciplines and the entrepreneurial ideas of college students; 2) Evaluate whether the practice topics of I&E education can improve students' entrepreneurial thinking and hands-on ability. 3) Evaluating whether the teachers of I&E education can set reasonable goals and requirements for each practice class, and whether they can provide assistance. 4) Evaluate whether students can master the processes, time skills, and operation skills of starting a new business via the I&E education. 5) Evaluate whether the continuous inspection of I&E

education organized by teaching supervisors is effective or not. 6) Evaluate the effect of reflection and mode adjustment of I&E education based on students' feedback.

This paper aims to discuss how college students' entrepreneurial intention affects the teaching mode of I&E practice. The "rationality of the teaching mode of I&E practice" had been taken as the explained variable, it couldn't simply judge it to be rational or not, so this paper divided it into four levels for discussion, namely: very weak, weak, strong, and very strong. Regression models are suitable for studying correlation problems in which the explained variables are sortable. Since the explained variable in this paper has multiple levels, assuming: B^* represents the dependent variable, namely the "rationality of the teaching mode of I&E practice", it is an unobservable latent variable, the observed value b_i can be calculated by Formula 23. The independent variables in the study are represented by a , which includes the score variable of the several monitoring aspects of the teaching mode of I&E education, γ' represents the regression coefficient of each variable, σ represents the independently and identically distributed random variable, then the regression model can be constructed as follows:

$$B^* = \gamma' a + \sigma \tag{22}$$

$$b_i = \begin{cases} 1, & \text{if } B_i^* \leq d_1 \\ 2, & \text{if } d_1 \leq B_i^* \leq d_2 \\ 3, & \text{if } d_2 \leq B_i^* \leq d_3 \\ 4, & \text{if } d_3 \leq B_i^* \leq d_4 \end{cases} \tag{23}$$

The distribution function of σ obeys the extreme value distribution, which is represented by $G(a)$. The probabilities of the explained variable being classified as the four levels can be calculated by Formula 24:

$$\begin{aligned} T(b_i = 1) &= G(B_1^* - a'\gamma) \\ T(b_i = 2) &= G(B_2^* - a'\gamma) - G(B_1^* - a'\gamma) \\ T(b_i = 3) &= G(B_3^* - a'\gamma) - G(B_2^* - a'\gamma) \\ T(b_i = 4) &= 1 - G(B_3^* - a'\gamma) \end{aligned} \tag{24}$$

Assuming: $1(*)$ represents the binary function describing the condition is true or false, then the extreme value of B and the coefficient γ can be estimated simultaneously by the maximum likelihood method:

$$SR(\gamma, B) = \sum_{i=1}^M \sum_{j=1}^4 \log(T(b_i = j)) \cdot 1(b_i = j) \tag{25}$$

5 Experimental results and analysis

All influencing factors in the 5 dimensions of basic information, self-cognition, background feature, learning experience, and entrepreneurial awareness can affect college students' entrepreneurial intention. This paper focused on 7 core factors in the 5 dimensions and performed cross analysis on these factors and college students' entrepreneurial intention. Figure 4 shows the influence of entrepreneurial resource and experience on college students' entrepreneurial intention. According to the figure, regardless of whether they have entrepreneurial resource and experience or not, more or less, college students generally have some entrepreneurial intention, and college students who have strong intention or have no intention at all only take a small proportion. If they have some entrepreneurial resource and experience, then the proportion of college students with strong or certain intention would increase, and the difference in the proportion was 15.2%.

Figure 5 shows the influence of entrepreneurial education and practice experience on college students' entrepreneurial intention. According to the figure, regardless of whether they have entrepreneurial education and practice experience or not, college students generally have some entrepreneurial intention, also, the college students who have strong intention or have no intention at all only take a small proportion. If they have some entrepreneurial education and practice experience, then the proportion of college students with strong or certain entrepreneurial intention would increase, and the difference in the proportion was 9.83%.

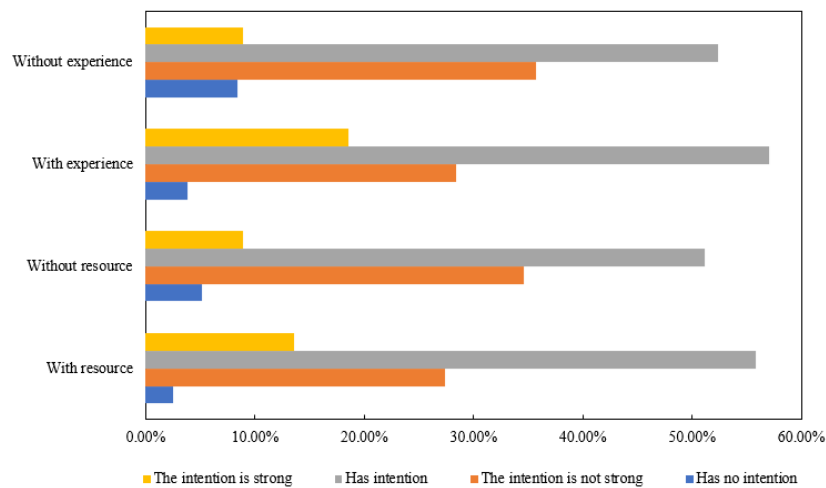


Fig. 4. The influence of entrepreneurial resource and experience on college students' entrepreneurial intention

As can be seen from the results, in terms of whether the college students have entrepreneurial ideal, interest, and motivation or not, there're significant differences in their entrepreneurial intention. On the whole, college students with entrepreneurial

ideal, interest and motivation have a higher entrepreneurial intention than those without ideal, interest and motivation. Specifically, among college students with entrepreneurial motivation, more than 60.24% of them have a higher entrepreneurial intention, which is 6.57% higher than those without entrepreneurial motivation. Among college students with entrepreneurial interest, more than 68.54% of them have a higher entrepreneurial intention, which is 11.24% higher than those without entrepreneurial interest. The change rule is the same with the entrepreneurial ideal, among college students with entrepreneurial ideal, more than 70.11% of them have a higher entrepreneurial intention, which is 15.74% higher than those without entrepreneurial ideal.

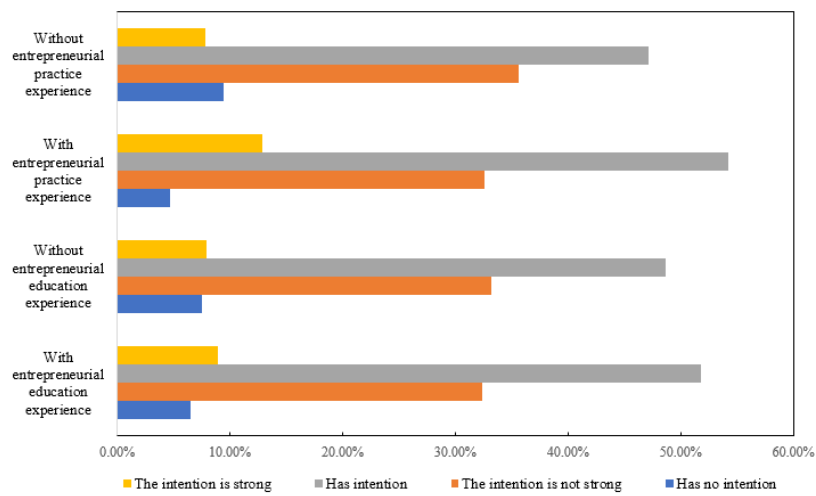


Fig. 5. Influence of entrepreneurial education and practice experience on college students' entrepreneurial intention

The constructed regression model was adopted to perform correlation analysis on college students' entrepreneurial intention and the teaching mode of I&E practice in colleges and universities. The sample data sets of 6 monitoring items in the teaching mode of I&E practice were divided into 2 parts based on the scores of college students' entrepreneurial intention (Figure 6). The teams of college students with a lower entrepreneurial intention were numbered 1, 2, 3, 4, and 5; and the teams of college students with a higher entrepreneurial intention were numbered 6, 7, 8, 9, and 10, all teams had carried out I&E practice, and the scores of the monitoring items were given in Table 1. According to the data in the table, for teams 1, 2, 3, 4, and 5 in sample set 1, their scores of the 6 monitoring items were respectively 0.1662, 0.0803, 0.1261, 0.1415, and 0.1603; while for teams 6, 7, 8, 9, and 10 in sample set 2, their scores were respectively 0.1713, 0.2072, 0.1449, 0.1530, and 0.1962. The scores of sample set 2 were all higher than those of sample set 1 in the 6 aspects, so it can be concluded that, for teams of college students with stronger entrepreneurial intention, the teaching quality of I&E practice was higher.

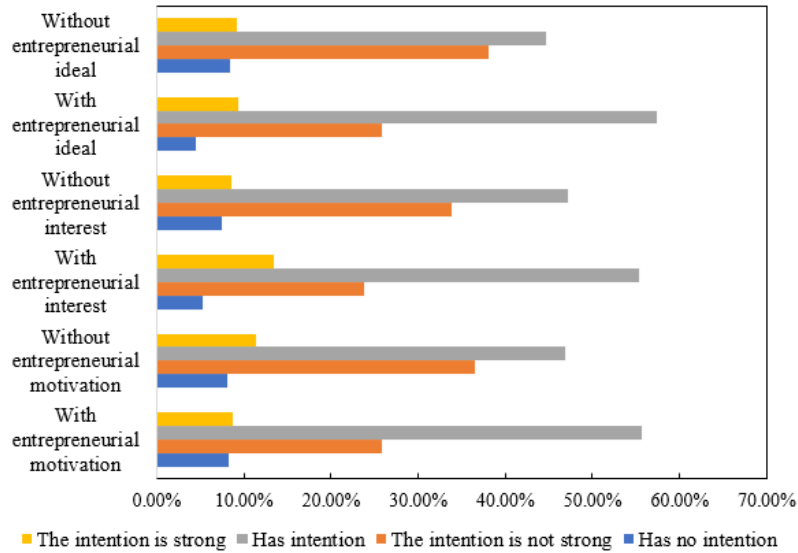


Fig. 6. Influence of motivation, interest and ideal on college students' entrepreneurial intention

Table 1. Scores of the teaching quality of I&E practice in colleges and universities

Monitoring item		1	2	3	4	5	6	Total score
Sample set 1	Team 1	0.1528	0.1362	0.0857	0.2651	0.1968	0.1608	0.1662
	Team 2	0.1084	0.0695	0.0841	0.0629	0.0621	0.0951	0.0803
	Team 3	0.1469	0.0482	0.0928	0.0741	0.1326	0.2619	0.1261
	Team 4	0.1827	0.0751	0.0637	0.0806	0.1962	0.2507	0.1415
	Team 5	0.1928	0.0827	0.1529	0.2918	0.0835	0.1581	0.1603
Sample set 2	Team 6	0.2395	0.1732	0.1958	0.2625	0.0748	0.0818	0.1713
	Team 7	0.2684	0.1861	0.1915	0.2903	0.1386	0.1682	0.2072
	Team 8	0.1428	0.1812	0.0468	0.1895	0.0815	0.2281	0.1449
	Team 9	0.1609	0.1627	0.1162	0.1869	0.1062	0.1852	0.1530
	Team 10	0.2174	0.1529	0.1085	0.2597	0.1869	0.2517	0.1962

6 Conclusion

This paper studied the relationship between college students' entrepreneurial intention and the teaching quality of I&E practice in colleges and universities. In the paper, a relationship model and an analysis model were constructed for the target problem, and the IF-AHP method was adopted to further analyze college students' entrepreneurial intention. Then, this paper conducted correlation analysis on college students' entrepreneurial intention and the teaching mode of I&E practice in colleges and universities. In the experiment, this paper focused on 7 core factors in 5 dimensions and performed cross analysis on these factors and students'

entrepreneurial intention, and the results verified that the college students with entrepreneurial resource and experience, with entrepreneurial education and practice experience, and with entrepreneurial ideal, interest, and motivation generally had a higher entrepreneurial intention. At last, this paper summarized the data of 6 monitoring items of 2 sample sets and gave the scores of college students' entrepreneurial intention in the 6 aspects, and the results suggested that for teams of college students with stronger entrepreneurial intention, the teaching quality of I&E practice was higher.

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