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The Influence Mechanism of Business School Students' Entrepreneurial Intention——Qualitative Comparative Analysis Based on Fuzzy Set

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ABSTRACT: *Based on the background of entrepreneurial education in colleges and universities and on the basis of entrepreneurship event theory, this study explores four factors that influence entrepreneurial intention: entrepreneurship education, entrepreneurial self-efficacy (cognitive perspective), entrepreneurial passion (emotional perspective), and internal motivation of the team. Through informal interviews and questionnaires with more than 200 students in business schools, this paper uses the method of qualitative comparative analysis (fsQCA analysis software) to verify the antecedents. The main conclusions of the study are as follows: Among entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial passion and team motivation, there are four combinations of conditions that will encourage students to generate higher entrepreneurial intentions.*
KEY WORD*: Entrepreneurial education, entrepreneurial self-efficacy, entrepreneurial passion, team motivation, entrepreneurial intention.*

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I. INTRODUCTION

The exploration of entrepreneurial education in colleges and universities for the past 20 years has played a significant role in promoting the development of social economy and the entrepreneurship and employment of college students. At the same time, it has also aroused the enthusiasm of many scholars to study entrepreneurial education.

Since 2008, Chinese governments at all levels have encouraged universities and institutions to provide entrepreneurial guidance to college students, and have successively introduced relevant policies to encourage college students to start businesses to ease the employment pressure of society and enhance the innovation of the economic market. With the gradual popularization of higher education in China, the number of university graduates has increased year by year, and the employment situation is becoming more and more serious. Entrepreneurship, as one of the effective forms to ease employment pressure, can improve economic growth level and market innovation, further increase employment opportunities and jobs.

In recent years, college entrepreneurial education has received much attention and achieved good development results, but there are also some problems that cannot be ignored. This makes the urgency of improving the quality of entrepreneurial education in colleges and universities further enhanced, and it is increasingly important to determine whether entrepreneurial education enhances college students' entrepreneurial ability and entrepreneurial willingness. This makes it more urgent to improve the quality of entrepreneurial education in universities and more important to determine whether entrepreneurship education can improve the entrepreneurial ability and willingness of college students. However, entrepreneurial opportunities, skills guidance and preferential policies do not directly lead to college students' entrepreneurial behavior, because the direct factor behind entrepreneurial behavior is that entrepreneurial intentions are not available to everyone (Jian Dandan et al.; 2010). Therefore, the entrepreneurial intention has gradually become an important indicator in the consideration of the effectiveness of college students' entrepreneurial education. Studying the influence mechanism of entrepreneurial intention can further promote the effectiveness of entrepreneurial education in colleges and universities in China, and provide theoretical support for the development of entrepreneurial education in colleges and universities.

Based on the theory of entrepreneurial events, this paper analyzes the influence mechanism of entrepreneurial education and other factors on entrepreneurial intention from the perspectives of cognition (entrepreneurial self-efficacy) and emotion (entrepreneurial passion); further the study incorporates external team level variables--team internal motivation in the research of entrepreneurship education. The theoretical model constructed in this paper includes the variables at the individual level, and at the same time fully

considers the influence of peers on the survey objects in the education process, which not only provides a new research perspective for entrepreneurial education, but also provides a more complete research framework.

II. RESEARCH THEORY AND LITERATURE REVIEWS

2.1 Research theory

According to the theory of entrepreneurial events, Shapero uses entrepreneurial behavior as the outcome variable, individual or team as the antecedent variable, and adds cultural factors to comprehensive considerations, trying to explain the factors that influence entrepreneurs to choose entrepreneurial behavior and entrepreneurs to make entrepreneurial behaviors. Shapero believes that when an precipitating event makes an individual think that entrepreneurship is more appropriate than other alternatives, the individual will have a higher entrepreneurial intention and thus have a stronger entrepreneurial behavior (Liñán, Santos and Fernández; 2011). At the same time, the entrepreneurial event theory proposes two important indicators that influence entrepreneurial intentions, namely perceived feasibility and perceived desirability. Perceived feasibility refers to the degree of individual confidence in the success or failure of entrepreneurship, that is, the judgment and perception of individual entrepreneurial ability. In the field of entrepreneurial education, this index coincides with the entrepreneurial self-efficacy, that is, the perception of individual ability to succeed in entrepreneurship. Perceived desirability refers to the degree to which entrepreneurship itself is attractive to individuals, whether entrepreneurship can reflect the inner wishes of individuals. The entrepreneurial passion proposed by Cardon (2005) refers to the positive and strong feelings for entrepreneurship. This concept and perceived desirability have a high consistency in nature. Individuals are more likely to have a strong entrepreneurial intention and behavior when they believe that entrepreneurship can follow their inner wishes and meet their evaluation criteria compared with other options.

The theory of entrepreneurial events is a measure of the attractiveness of entrepreneurs and the judgment of individuals on their own entrepreneurial abilities. It clarifies the crucial point in the entrepreneurial process: people have higher entrepreneurial intentions and make entrepreneurial behaviors, undertaking is largely depends on their subjective cognition and emotional feelings about entrepreneurial behavior, rather than on the hard conditions they possess (such as personal literacy, entrepreneurial ability, entrepreneurial resources and other objective conditions). The typical variables in the study of subjective cognition and emotional feeling mapping to entrepreneurial education are entrepreneurial self-efficacy and entrepreneurial passion. This theoretical framework combines the decision-making process of "entrepreneurial activities", therefore it is more suitable for studying the entrepreneurial motivation of entrepreneurs (Nasiru et al.; 2015). In recent years, academic researchers have attempted to further extend the theory of entrepreneurial events on the basis of Shapero (1982), and added variables at a higher level such as social network into the framework, making the theoretical model more practical and reasonable (Li Wen and Xia Qinghua; 2016).

2.2 Literature reviews

This paper conducts a comprehensive and systematic analysis of the important factors affecting entrepreneurial intentions to more comprehensively analyze the impact mechanism affecting entrepreneurs' intentions. Researchers have conducted a large number of studies on the topic of students' entrepreneurial intention, ranging from the national macro-economy and cultural system to the cognition and emotion of students at the micro level.As can be seen from the table 1, the research on entrepreneurial intentions mainly focuses on the entrepreneur's individual level (attitude, cognition and characteristics, etc.), organizational level and national level. There are few studies on the emotions of entrepreneurs, especially from the perspective of team level in teaching. This paper studies the influence mechanism of entrepreneurial intention from the micro perspective of individual emotion and cognition, and creatively proposes the influence of team-level (team internal motivation) variables, providing a more complete theoretical model for the research in the field of entrepreneurial education.

Table 1: Factors influencing entrepreneurial intention

Source	Factors	Details
Pruett et. al., 2009	Culture	Individualism/collectivism,powerdistance.
	Personal role model	Family members, relatives start businesses; family support.
	Entrepreneurial spirit	Self-efficacy.

	Perceived motivation	Personal beliefs, confidence, and behavioral intentions.
	Perceived difficulties	Entry barriers include lack of knowledge, start-up capital.
Lee et. al., 2005	Intention	Knowledge and skills related to entrepreneurship.
Giacomin et. al.,2011	Motivation	Want to be an organization leader; financial independence; improve the quality of life; create a workplace.
	Difficulties	Excessive risk; lack of funds; lack of entrepreneurial capacity; poor economic conditions; fear of bankruptcy; income instability; lack of knowledge; lack of management.
Falck et. al., 2012	Peer	Identity.
Shook, Bratianu,2010; Liñán, et. al.,2011	Feasibility	Self-efficacy, the ability to perform certain goals.
	Desirability	Social norms (environmental impact) and attitudes (internal incentives or personal interests).
Falck, Woessmann, 2011	The national level	Per capita GDP; education expenditure per student; communist background.
	Family background	Parents' entrepreneurship.
Dohse, Walter, 2012	Intention	Access to knowledge; access to material support; need for achievement; need for independence; risk-taking; work experience; perception of opportunity.
	The national level	High-quality unemployed; proportion of large companies; population density.
Turker, Selcuk, 2009	Social support	Educational type structure, including private, public and non-governmental organizations, bank loan, legal family background, friend support.
Sánchez, 2011	Personality	Self-efficacy; initiative; risk-oriented.
Díaz-Casero, et.al., 2012	Institutional environment	Awareness of feasibility; factors that make entrepreneurship more difficult; entrepreneurial image.
De Jorge-Moreno, et. al., 2012	Education project	Business Administration and Economics.
	Perceived desirability	The idea of starting a business; having a plan for own business; time and effort invested.
	Perceived feasibility	Loved to be recognized in work or study, keen to be a leader among students, be willing to take risks or plan activities in advance, etc.

2.21 Entrepreneurial education

The practice of entrepreneurial education first appeared in the 1940s, starting with the "new enterprise management" course offered by Harvard Business School, which led the trend of entrepreneurship education practice. Gorman (1997) believes that entrepreneurial education is a series of courses or activities for schools to cultivate students' entrepreneurial intention and entrepreneurial quality by offering courses and activities related to entrepreneurship.

Dean Elmuti (2011) conducts a randomized review of courses in higher education institutions in the United States, France, and Germany, and evaluates the nature, content, and type of entrepreneurship education offered by these schools, and believes that most business schools offer entrepreneurship programs that promote Students' sense of innovation, help them develop market opportunities, and enhance the viability of start-ups. Rae (2016) believes that entrepreneurial education can enhance the ability of educatees to identify and seize opportunities, while also improving their ability to take risks and other skills of entrepreneurship. Moses (2010) proposed that entrepreneurial activities can influence students' behavioral choices by stimulating their interest in entrepreneurship. A study by Audia (2000) shows that entrepreneurship education increases the likelihood of students working in a startup by 25 percent, graduates are three times more likely to start their own business,

their annual income increases by 27 percent, and students who start their own businesses are more satisfied with their jobs.Therefore, entrepreneurship education plays a crucial role in students' entrepreneurial intention.

2.22 Entrepreneurial self-efficacy

Self-efficacy refers to the self-confidence of a particular task, or the individual's perception of their ability to achieve certain high-performance outcomes. This concept reflects the individual's belief in whether they are considered to be decisive for the performance of the task and whether they can effectively translate these skills into selected outcomes (Wood and Bandura; 1989). As researchers have pointed out, we motivate our lives through perceived self-efficacy rather than through objective competence, and our perceptions deeply influence our emotional states and our behavior (Markham et al.;2002). Entrepreneurial self-efficacy is a mature research field in entrepreneurship. From the perspective of cognition, Wilson (2000) believes that entrepreneurial self-efficacy as an individual level of cognitive factors will have an impact on entrepreneurial behavior. Demographic variables, individual psychological factors and external environment will have an impact on entrepreneurial self-efficacy.

The concept of self-efficacy is widely used in professional theory literature to explain perceived career choices, stated career preferences, and ultimately career-oriented behavior (Betz and Hackett; 1981). Bandura et al. (2001) used self-efficacy as one of the various social cognitive factors affecting students' career aspirations, and found that entrepreneurial self-efficacy has a strong direct impact on students' career aspirations.

Markham et al. (2002) further demonstrated that self-efficacy can reliably predict the range of career choices, career interests, perseverance and personal efficiency in difficult areas. With regard to entrepreneurial intention and behavior, studies have found that self-efficacy is an influential antecedent and moderator (Krueger and Clement; 1994). Bandura (1986) found that education can improve self-efficacy through knowledge transfer and related skills acquisition and play a role in entrepreneurial preparation. In addition, the study found that entrepreneurial education is related to self-efficacy and may increase entrepreneurial intention. Boyd and Vozikis (1994) further improved Bird's (1988) early research on entrepreneurial intentions in their research, arguing that self-efficacy affects entrepreneurial intentions and thus affects entrepreneurial behavior, they found that individuals with higher levels of entrepreneurial self-efficacy in the early stages of career development will have a higher entrepreneurial intention, at the same time have a higher probability to participate in the activities of entrepreneurship.

2.23 Entrepreneurial passion

Cardon (2005) believes that entrepreneurship can be considered a "passionate story", and passion is the most concerned entrepreneurial phenomenon. Cardon believes that although different researchers use different and usually non-overlapping methods to define the concept of passion, most of the research on passion has some commonalities, and defines entrepreneurial passion as the strong positive emotions that entrepreneurs can achieve through entrepreneurial activities related to entrepreneurial self-identification roles through conscious participation (Cardon; 2009).

Passion is deeply rooted in entrepreneurial practice. Tracing back to Schumpeter's early work (1951), Back in Schumpeter's early work (1951), both researchers and entrepreneurial practitioners used passion to account for entrepreneurial behaviour that went against rational thinking, such as unconventional risk-taking, unusual intensity of focus and unwavering belief in dreams. Hattab (2014) divides the entrepreneurial passion into a harmonious entrepreneurial passion and a forced entrepreneurial passion, and explored that a harmonious entrepreneurial passion will enable entrepreneurs to take the initiative to acquire resources in the organization to help them better realize their entrepreneurial behavior. Entrepreneurial education will bring more positive spiritual feelings to the educated, making the individual more entrepreneurial and adventurous. In addition, studies have shown that there is an inverted u-shaped correlation between entrepreneurial passion and entrepreneurial performance, and the two types of relationship are discussed from the positive and negative perspectives (Zhou Xiaohu et al.; 2015). Cardon (2013) conducted an empirical study on 129 entrepreneurs, which showed that entrepreneurial self-efficacy would affect individual entrepreneurial passion and thus have a certain impact on the sustainability of entrepreneurship. Martin et al. (2013) believe that a higher entrepreneurial passion will keep entrepreneurs in a hyper state of mind at all times, which will affect the improvement of self-efficacy and thus generate a stronger entrepreneurial intention.

2.24 Team motivation

The concept of the team can be traced back to the early 20th century and originated from the field of economics. Its appearance was marked by the Team Production Theory jointly proposed by American economists Armen Alchian and Harlod Demsetz. Subsequently, Lewin, a scholar in the field of sociology, proposed Field Theory and Group Dynamics Theory, advocating the use of team to solve organizational and social conflicts(Lewin et al.; 1993). Katzenbach (1993) defined the "team" of employees as a group of people

with complementary skills who work together for a common goal. Individuals should not only be responsible for their own responsibilities, but also hold each other accountable. Team learning is defined as activities in which students solve problems, perform tasks or achieve common goals through a team. Team intrinsic motivation is a topic specifically mentioned in group process research.

Entrepreneurial event theory holds that social and cultural factors in the entrepreneurial process are mostly felt through the formation of individual value system, that is, in a social system that attaches great importance to innovation and entrepreneurship, more people will choose this path. The internal motivation of the team can link the thoughts, actions and emotions of team members. As the external variables closest to the individual level that affect the formation of the individual value system, it will have a certain impact on the individual's entrepreneurial behavior choice.

Social system (especially culture and norms) affects individuals' cognition of the social role of entrepreneurship, as well as their desire to become entrepreneurs. Entrepreneurial behavior is an individual's response to the social environment. Entrepreneurial education can create an atmosphere of openness, confidence and trust among the students (Dean Elmuti et al.; 2011). M Coccoli (2010) found that in the process of teamwork, people set a common goal, which is used to stimulate the interaction of learners, promote the transfer of knowledge, and enable students to improve their abilities to each other. In addition, Higgins et al. (2011) believe that the higher the network connection between students, the greater the opportunity to create new enterprises, because they get everything they need from mutual support. Gompers (2005) proposes that the choice of individual entrepreneurial behaviors is partly due to the spread of entrepreneurs' identity. Highly consistent team motivation can effectively enhance entrepreneurs' identity, thus enhancing their confidence and enthusiasm for entrepreneurship and making them more prone to entrepreneurial behaviors.

III. RESEARCH METHODS

3.1 Qualitative comparative analysis

Qualitative comparative analysis is a case study oriented theoretical set research method with a new analytical logic (Wang Chengwei; 2013), which is essentially a Weberian thought experiment. For example, for K variables, there are 2^k logical condition combinations containing all antecedent conditions, and 3k-1 logical condition combinations containing at least one antecedent condition. These combinations of logical conditions can be considered as potential antecedent conditional configurations. Furthermore, by evaluating the consistency rate and coverage rate, the most explanatory combination of several logical conditions is selected, and the antecedent conditional configuration that may lead to the result is finally obtained. Among them, consistency refers to the degree of relationship between the combination of logical conditions obtained by the evaluation operation and the combination of logical conditions in the original empirical data. The range of this value is between 0 and 1, and the ideal state is close to 1, but generally as long as it is greater than 0.7, such a combination of logical conditions can be considered acceptable and can be used to explain the actual phenomenon.The coverage rate is the ratio of the logical condition combination calculated in the original empirical data after the consistency operation, which can be used to reflect the degree of interpretation of the result by the logical condition combination.

QCA method is more suitable for this study than the traditional statistical method. There is a significant difference between QCA's understanding of causality and traditional quantitative analysis. QCA method regards causality as complex and replaceable, which means that independent variables cannot act on dependent variables alone, but influence the results together in a combined way. This combination is the antecedent conditional configuration, also known as the path or the multiple condition concurrency causes the independent variable to be one of the inseparable combination elements. Instead of focusing on the effects of individual independent variables on dependent variables, researchers focus on the antecedent conditional configurations of social phenomena (Ragin; 2000).Although the structural equation model can also explain the different combinations of multiple antecedents to influence the dependent variable, it has the disadvantages compared with the QCA method. Although the structural equation model can explain the influence mechanism of multiple combinations of antecedent conditions on the results, it has little choice. QCA can form multiple alternative configurations of antecedent conditions, thus enriching the theoretical interpretation space of antecedent variables. QCA method can clearly identify the antecedent conditional configuration that affects students' entrepreneurial intention, which is difficult to be achieved by traditional statistical methods.

There are individual differences among the surveyed students, and their acceptance and perception of entrepreneurship education are different, the individual data of each survey is actually a complex dynamic case. Therefore, this paper regards each completed and valid questionnaire as a unique and complex case. Using the method of configuration comparison analysis, the antecedent variables affecting the entrepreneurial intention are taken as a set, and the case is transformed into a configuration. The specific combination of antecedents that influence students' entrepreneurial intentions, considers the research in complex case situations, links theory with practice, and better analyzes the antecedents that influence entrepreneurial intentions.

3.2 Sample and procedure

The data for this study were collected from undergraduate students who have taken the entrepreneurial course for business students at Shanghai University. The entrepreneurial course lasted for ten weeks, and we collect our data at different times of the same year respectively in order to avoid the common method biases: There are totally 326 students in the entrepreneurial course, we make full use of resource to invite all the students to participate in our survey. With the help of teachers and students, we distributed paper questionnaires to all students participating in the course. After deleting the incomplete and irregular questionnaires, 221 questionnaires were used to analysis, representing the response rates of 67.8%.

The demographic information of the respondents are presented in Table 2. Of these respondents, 83were male (37.6%) and 138 were female (62.4%). 77 (34.8%) participants' GPA were below 3, and 144 (65.2%) students' GPA were higher than 3, but none of the students had got more than 4. According to the survey, 34 (15.4%) of the respondents had experience in entrepreneurship. In addition, 35.3% of the respondents' immediate family members and 39.4% of the respondents' friends have either successful or unsuccessful entrepreneurial experiences.

Table 2 Demographic characteristics

Variables	Category	N=221	Percentage
Gender	Male	83	37.6%
	Female	138	62.4%
GPA	>3	144	65.2%
	<3	77	34.8%
Respondents' experience in entrepreneurship	Yes	34	15.4%
	No	187	84.6%
Family members' entrepreneurial experience	Yes	78	35.3%
	No	143	64.7%
Entrepreneurial experience of friends	Yes	86	39.4%
	No	135	60.6%

3.3 Measures

All the measures used in the current study were employed from the established scale. Unless otherwise stated, respondents answered all the measures based on five-point Likert scales, ranging from 1 "strongly disagree" to 5 "strongly agree". Research data were collect in China and all the measurement scales in the current study were originally developed and validated in English, back-translation procedure was applied to translate the measures from English to Chinese (Brislin; 1980). Different authors separately translated the scales into Chinese, then translated it into English, and made detailed comparisons to ensure the accuracy of the measurement.

Entrepreneurial education was measured by Walter and Block's (2016) four-item scale. Sample item includes "My school education helped me develop my sense of initiative a sort of entrepreneurial attitude"; "My school education made me interested to become an entrepreneur". Participants rated each item on a five-point scale ranging from extremely disagree (=1) to extremely agree (=5). Cronbach's alpha of this measure was 0.81.

Entrepreneurial self-efficacy was measured by Tierney and Farmer's (2002) four-item scale. Sample item includes "I have confidence in my ability to solve problems creatively" ; "I am very good at developing another set of ideas from other people's ideas". Cronbach's alpha of this measure was 0.85.

Entrepreneurial passion was measured by Cardon's (2009) twelve-item scale. Sample item includes "It is exciting to figure out new ways to solve unmet market needs that can be commercialized"; "Being the founder of a business is an important part of who I am". Cronbach's alpha of this measure was 0.93.

Entrepreneurial intention was measured by Hu's (2016) four-item scale which was tested in Chinese environment. Sample item includes "I will actively learn about entrepreneurial knowledge and learn about the detailed process of entrepreneurship". Participants described how they generally feel on a five-point scale. Cronbach's alpha of this measure was 0.90.

Team motivation was measured by Tierney et al.'s (1999) five-item scale. Sample item includes "Our team enjoys finding solutions to complex problems.". Cronbach's alpha of this measure was 0.82.

Table 3 The Cronbach's coefficient of the variable

Variable	Source	Cronbach's alpha
Entrepreneurial education	Walter et al., 2016	0.81
Entrepreneurial self-efficacy	Tierney and Farmer, 2002	0.85
Entrepreneurial passion	Cardon et al.,2009	0.93
Entrepreneurial intention	Hu et al., 2016	0.90
Team motivation	Tierney et al., 1999	0.82

Prior studies on entrepreneurial intention have identified several potential confounders that should be considered in the study (Ronstadt; 1985). Following their research, we controlled respondents' gender, GPA, and the initial value of entrepreneurial intention as potential control variables.

IV. RESEARCH RESULTS

Based on the idea of set theory, this paper intends to use each questionnaire data as a separate case, integrate the advantages of case-oriented method and variable-oriented method, and decompose the case into variables (conditions and results) and compare different cases. Analyze and compare the interactions between variables within the case under complex situation factors. In many cases, the comparison of case study materials (based on the analysis of past case studies) is very loose and informal, fsQCA method is the comparison between the case as a foundation and powerful mental arithmetic is converted into a set of methods and techniques in the system, especially for the medium sample and large sample, fsQCA technology are often able to help researchers to get more information from samples (Du Yunzhou and Jia Liangding; 2017).

4.1 Truth table construction

Based on the measurement of reliability and validity of the scale mentioned above, the average values of five variables were selected as the original data for analysis. Since the original data were values between 1 and 5, which did not meet the conditions of Boolean logic, fsQCA's cabriate statement was used to re-encode variables and convert them into values within the interval of [0,1]. The value represents the degree to which the case belongs to a set, and the fuzzy membership score 1 represents "complete membership to a set". The score close to 1 represents strong membership, but not complete membership. A score less than 0.5 but greater than 0 means "relatively not affiliated to a set but weakly affiliated to the set"; The membership score of 0 means "completely unaffiliated to a set". The converted partial data are shown in the table 4.

Table 4: Truth table

Sample	Entrepreneurial education	Entrepreneurial self-efficacy	Entrepreneurial passion	Tam cooperation	Entrepreneurial intention
1	0.68	0.87	0.72	0.89	0.68
2	0.75	0.59	0.56	0.65	0.25
3	0.93	0.95	0.94	0.95	0.75
4	0.68	0.75	0.59	0.65	0.18
5	0.50	0.82	0.82	0.82	0.82
...					
221	0.90	0.59	0.79	0.77	0.75

4.2 Analysis on the influence mode of entrepreneurial intention

As the number of conditions increases, the number of possible combinations of variables increases exponentially. There are four antecedent conditions in this study, so the number of possible combinations is 2^4. Since this paper studies the situation that students have entrepreneurial intention, the analysis results delete the combination of conditions in which entrepreneurial intentions do not exist. This paper uses the Intermediate Solution, which is generally accepted in the academic field, to determine the combination of conditions. The results are as follows:

Table 5: List of entrepreneurial intention logical condition combinations based on intermediate scheme

Variable	Logical condition combination			
	1	2	3	4
Entrepreneurial intention	•	•	•	•

Entrepreneurial education	●		⊗	
Entrepreneurial self-efficacy		⊗	●	●
Entrepreneurial passion	⊗	●	●	●
Team motivation	⊗	●		⊗
Consistency	0.86	0.80	0.80	0.84
Raw coverage	0.27	0.38	0.39	0.31
Unique coverage	0.00	0.05	0.06	0.02
Solution coverage	0.50			
Solution consistency	0.74			

Note: ● indicates that the variable exists in the combination, ⊗ indicating that the variable does not exist in the combination, and the blank indicates that the variable has no effect on the result.

fsQCA uses consistency to determine whether to retain the conditional combination. MacDuffie (2004) determines the retention criteria for the combination as 0.65, and Ragin (2006) considers the consistency score to be 0.75, which is better than the proposed researcher. Adjusting the standard according to the characteristics and context of the study, the study ranked the consistency indicator at 0.7. When the index is greater than 0.7, it is generally considered that the sufficient condition is met. The coverage indicator reflects the explanatory power of the causal model.

According to the analysis results, there are four kinds of conditional combinations that affect students' entrepreneurial intention. (1) When students perceive a higher level of entrepreneurial education, even if the entrepreneurial passion and teamwork level are relatively low, students will still generate entrepreneurial intention; (2) In the course of entrepreneurship, if students are enthusiastic about entrepreneurship and have a high degree of team motivation, they will still have a high entrepreneurial intention even if their entrepreneurial self-efficacy is low; (3) When students have high entrepreneurial self-efficacy and entrepreneurial passion, even if they do not perceive entrepreneurial education, they still have entrepreneurial intention; (4) when students have higher entrepreneurial self-efficacy and entrepreneurial passion, even if the team motivation is compared low, students will also generate entrepreneurial intention. This research result firstly affirms the influence of four antecedent variables on students' entrepreneurial intention, and secondly, different combinations of the four variables will promote students' high entrepreneurial intention.

V. CONCLUSION

5.1 Discussion

Through qualitative comparative analysis, the research has come up with four logical condition combinations that generate entrepreneurial intention. The first set of conditions indicates that, in the case of a low level of entrepreneurial passion and team motivation, a high level of entrepreneurial education perception will make students have entrepreneurial intention, which affirms the impact of entrepreneurial education on entrepreneurial intention. Condition combination 2 shows that students who accept entrepreneurial education, when have a higher entrepreneurial passion, and high level of team motivation, will generate entrepreneurial intention, affirming the role of entrepreneurial passion and team motivation in the mechanism of influence on entrepreneurial intention. Even if students are not confident enough about their entrepreneurial ability, if they have a high degree of entrepreneurial passion and get help from the team and partners, they will also have the willingness to start a business; Conditional combination of three and four confirms that individual cognition (entrepreneurial self-efficacy) and emotion (entrepreneurial passion) have an impact on entrepreneurial intention, even if students perceive a lower level of entrepreneurial education and team motivation, but if students have entrepreneurial passion and the ability to start a business, they are still likely to have a high entrepreneurial intention.

Qualitative comparative analysis combined with quantitative and qualitative research methods affirmed the impact of four variables (entrepreneurial education, entrepreneurial self-efficacy, entrepreneurial passion, team motivation) on entrepreneurial intention, and at the same time complements the previous quantitative theoretical model. This paper proposes the antecedent condition combination that affects students' entrepreneurial intention from the perspective of individual cognition, emotion and team level, but it does not

mean that only when all these variables exist will students have entrepreneurial intention. In the actual entrepreneurial process, depending on the individual background of the educated and the differences in the educational situation, there may be only some variables or even a single variable, which may lead to entrepreneurial intention. This research conclusion not only affirms the role of individual cognition and emotion as well as team variables on entrepreneurial intention, but also indicates that entrepreneurial education should be differentiated based on the individual situation of the educated students, which has certain reference significance for entrepreneurial education practice.

5.2 Research Contribution

This paper makes three distinctive contributions to the literature. First of all, this study analyzes the influence mechanism of entrepreneurial intention from the perspective of individual cognition and emotion. By combining the entrepreneurial event theory, this paper expounds the mechanism of entrepreneurial education on entrepreneurial intention. According to the theory of entrepreneurial events, perceived feasibility and perceived desirability have an impact on entrepreneurial intention. This paper measures entrepreneurial desirability with the entrepreneurial passion that is more in line with student attitudes and emotions. Perceptual feasibility is explained by entrepreneurial self-efficacy. This study integrates previous research and provides a more comprehensive perspective for entrepreneurial intention.

Second, this paper explores the role of team motivation in the process of entrepreneurial education. The entrepreneurial event theory not only emphasizes the individual's perception, but also believes that the external environment (social, cultural, etc.) has an impact on the entrepreneurial intention. The team in the entrepreneurship education curriculum as the external variable closest to the individual in this environment should be considering in the literature, this paper provides a new perspective for the study of entrepreneurial intention.

Third, this study is different from the previous quantitative research methods, using qualitative comparative analysis research methods, based on the previous quantitative model research, provides a set theory perspective, and explores the antecedents of the possibility of affecting students' entrepreneurial intention. From the perspective of the case, it explains more aptly the theoretical mechanism of student entrepreneurial intention.

5.3 Limitations and future research suggestions

Despite the advantages mentioned above, there are some limitations needed to highlighted in this study. First, there is a certain time lag in the effectiveness of entrepreneurial education. Although this study collects data questionnaires in batches and controls the initial team intention value in the analysis, the 10-week lag period may be short for entrepreneurship education research (student entrepreneurship courses run for just 10 weeks). Future research can vertically design and study the influence mechanism of entrepreneurial intention, dynamically track the research objects vertically, and ensure the scientificity and effectiveness of the research.

Second, the sample data used in this article comes from the business school students who receive entrepreneurial education. Although it covers most majors of business schools, with the deepening of entrepreneurship education in colleges and universities, some schools have started to carry out entrepreneurial education in the whole school. Although the students of business schools are representative, they are not comprehensive enough. Future research can explore the impact of entrepreneurship education on entrepreneurial intention from the perspective of comprehensive disciplines of the whole school.

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