THE RELATIONSHIP BETWEEN STUDENTS' SATISFACTION WITH INNOVATION AND ENTREPRENEURSHIP EDUCATION AND THEIR ENTREPRENEURIAL INTENTIONS AT ZHENGZHOU INSTITUTE OF TECHNOLOGY IN HENAN PROVINCE, CHINA

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Abstract: This study took 503 senior students from the school of Economics, Trade and Management at Zhengzhou Institute of Technology, Henan Province as the population to explore the relationship between students' satisfaction with university innovation and entrepreneurship education and their entrepreneurial intention., and through convenient sampling method, 217 were selected as the research samples. The researcher used a mature questionnaire of students' satisfaction with innovation and entrepreneurship education and entrepreneurial intention based on the previous researchers Zeng, Yao & Gong (2024). This study finally found: 1) The current levels of students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology was high. The current level of students' entrepreneurial intention in Zhengzhou Institute of Technology was moderate. 2) There were significant differences in students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology with different gender, residence, major, and student leader position. 3) There were significant differences in students' entrepreneurship education in Zhengzhou Institute of Technology with different background variables including gender, residence, major, but not with different student leader positions. 4) There was a significant positive correlation between correlation between the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan province. The study also provided a scientific basis for the college to improve entrepreneurship education and help improve students' entrepreneurial intention and ability.

Keywords: Students' Satisfaction, Innovation and Entrepreneurship Education, Entrepreneurial Intentions

Introduction

In recent years, innovation and entrepreneurship education for college students has become a hot word in the field of higher education. Innovation and entrepreneurship education has become a

driving force for promoting national rise, national rejuvenation and social progress.

In 2023, the United Nations released the "World Economic Situation and Prospects 2023" report, which lowered the world economic growth rate in 2023 to 1.9%, 1.1 percentage points lower than last year's forecast. The report pointed out that the recent outlook for the world economy is bleak and uncertain. Against this background, innovation has become an important breakthrough for economic development. Countries have strengthened innovation and entrepreneurship education and are committed to cultivating talents with innovative spirit and entrepreneurial ability to adapt to the development needs of the global economy.

China is in a critical period of economic transformation and upgrading (Li, 2021). At present, China has entered a critical period for building a well-off society in an all-round way and a critical period for deepening reform and opening up and accelerating the transformation of economic development methods. The situation highlights the importance and urgency of improving the comprehensive quality of the people and cultivating innovative and entrepreneurial talents. At the seventh meeting of the Central Financial and Economic Leading Group held in August 2014, General Secretary Xi (2023) emphasized innovation-driven is essentially talent-driven. In order to accelerate the formation of a large-scale, innovative and risk-taking innovative talent team, we must focus on using, attracting and cultivating them." Compared with the new requirements of stabilizing growth, adjusting structure, promoting reform and benefiting people's livelihood, there is still a big gap between the innovation and entrepreneurship education of colleges and universities, especially the shortcomings in talent training. Therefore, strengthening innovation and entrepreneurship education for college students, improving their innovative spirit, entrepreneurial awareness and entrepreneurial ability, and encouraging them to carry out innovative and entrepreneurial practices are the realistic requirements for schools to serve the country's transformation of economic development mode and build an innovative country and a strong country in human resources.

With the transformation and upgrading of the economy, Henan Province has an increasingly urgent need for innovative and entrepreneurial talents. Therefore, strengthening innovation and entrepreneurship education and cultivating more talents with innovative and entrepreneurial spirits has become a top priority for Henan's economic transformation (Li, 2019). Zhengzhou Institute of Technology has been committed to cultivating high-quality technical and skilled talents with practical ability and innovative spirit. In recent years, the college has actively responded to the country's call for innovation and entrepreneurship, continuously optimized the innovation and entrepreneurship education system, and stimulated students' innovative thinking and entrepreneurial enthusiasm through various means such as opening innovation and entrepreneurship courses, holding innovation and entrepreneurship competitions, and establishing innovation and entrepreneurship practice bases. However, despite the college's many efforts in innovation and entrepreneurship education, empirical

research on the specific relationship between innovation and entrepreneurship education and students' entrepreneurial intention is still insufficient (Wang, 2021). Therefore, this study aims to deeply explore the impact of innovation and entrepreneurship education on students' entrepreneurial intention in Zhengzhou Institute of Technology, in order to provide a scientific basis for the college to further improve innovation and entrepreneurship education.

This study intends to explore the correlation between innovation and entrepreneurship education and students' entrepreneurial intention from the perspective of global economy and China's economic development, combined with the actual situation of Zhengzhou Institute of Technology, in order to promote the innovation and development of China's higher vocational education, enhance students' innovation and entrepreneurship capabilities, and promote China's economic transformation and upgrading. Provide theoretical and practical support.

Research Objectives

(1) To determine the current levels of students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology.

(2) To analyze the differences in students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology, Henan Province under different background variables such as gender, residence, major and student leaders' position.

(3) To explore the relationship between students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology, Henan Province.

Literature Review

The Concept of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education is a form of education aimed at cultivating students' innovative spirit, entrepreneurial awareness and entrepreneurial ability (Krueger, 1993) It integrates the content of innovation education and entrepreneurial education, emphasizes the organic combination of innovation and entrepreneurship, and cultivates students' comprehensive innovation and entrepreneurship capabilities through innovative teaching and practical activities (Kuratko, 2005).

In order to improve the effect of innovation and entrepreneurship education, scholars have conducted extensive research. Bao (2021) pointed out that innovation and entrepreneurship education in vocational colleges plays an important role in talent training, but there are currently some problems, such as the lack of ideological and political functions, the lag of educational concepts and the singleness of educational methods. In order to improve the effect of innovation and entrepreneurship education,

he suggested that it is necessary to improve the top-level design, change the school-running concept, and improve the supporting carrier to ensure that innovation and entrepreneurship education can more effectively cultivate students' innovative spirit and entrepreneurial ability. Zhu and Zhang (2022) emphasized the importance of innovation and entrepreneurship education in building an innovative country. They analyzed the problems of higher vocational colleges in the curriculum setting and faculty strength of innovation and entrepreneurship education and proposed a teaching reform path of industry-education integration. They believe that through industry-education integration, students' innovation awareness and entrepreneurial ability can be better improved, thereby promoting the employment of graduates. Li and Wang (2019) summarized the current status of research on innovation and entrepreneurship education in China from three dimensions: connotation value, model and development path. They believe that innovation and entrepreneurship education is rich in connotation and aims to cultivate students' innovation and entrepreneurship awareness, thinking, spirit and ability. Their research provided an important perspective for understanding and promoting innovation and entrepreneurship education. Sun (2022) conducted a survey on the academic situation of innovation and entrepreneurship education in higher vocational colleges. He put forward targeted suggestions for adjusting and improving the innovation and entrepreneurship education system. His research provides an empirical basis and specific suggestions for higher vocational colleges to improve innovation and entrepreneurship education.

Zhang, Hu and Li (2021) conducted a visual analysis of the literature related to innovation and entrepreneurship education. They found that the research hotspots of innovation and entrepreneurship education mainly focus on entrepreneurial awareness, entrepreneurial ability and innovative talent training. Their research provides important information for understanding the research trends and development directions of innovation and entrepreneurship education. Kuratko (2005) believes that innovation and entrepreneurship education is an important talent training direction in vocational colleges. It is not limited to encouraging students to engage in entrepreneurial practice but should also be committed to cultivating students' innovative thinking, innovative spirit, entrepreneurial awareness, entrepreneurial ability, etc., so that students have comprehensive qualities that can adapt to social requirements and become the new force of the innovative and entrepreneurial talent team.

Meanwhile, Li (2022) studied the innovative and entrepreneurial ability of students in higher vocational colleges under the background of industry-education integration. She pointed out that innovative and entrepreneurial education is the only way to build an innovative country. The educational model of industry-education integration not only conforms to the positioning of higher vocational colleges to cultivate applied talents, but also conforms to the needs of the current supply-side structural reform of vocational education. It is conducive to improving the innovative awareness and entrepreneurial ability of higher vocational students and promoting the employment of graduates.

However, at present, the innovative and entrepreneurial education in higher vocational colleges faces the realistic dilemma of unreasonable curriculum setting, imperfect support and guarantee system, insufficient faculty, imperfect structure, and disconnection from professional education.

Wang (2023) defined the connotation of innovative and entrepreneurial education for college students in the new era. It is believed that a deep understanding of the basic concepts of innovation and entrepreneurship is the basis for carrying out innovative and entrepreneurial education practice. Innovation and entrepreneurship are entrepreneurial activities based on innovation, which are different from simple innovation and simple entrepreneurship. Innovation emphasizes pioneering and originality, while entrepreneurship emphasizes the act of obtaining legitimate benefits through practical actions. Therefore, in the concept of innovation and entrepreneurship, innovation is the foundation and premise of entrepreneurship, and entrepreneurship is the embodiment and extension of innovation.

Research Related to Innovation and Entrepreneurship Education for College Students

In recent years, with the popularization and development of innovation and entrepreneurship education, the research on the structure of innovation and entrepreneurship education for vocational school students has gradually become the focus of attention in the field of education. Scholars have conducted in-depth discussions on the structure of innovation and entrepreneurship education for vocational school students from multiple perspectives and have achieved certain research results. At the macro level, scholars focus on the overall structure and strategy of innovation and entrepreneurship education in vocational schools.

Fayolle (2008) proposed that innovation and entrepreneurship education should run through the entire process of vocational education and be comprehensively planned from the aspects of curriculum setting, teacher team construction, and practice platform construction. He believes that the goal of innovation and entrepreneurship education is not only to cultivate students' entrepreneurial skills, but more importantly to cultivate students' innovative consciousness and entrepreneurial spirit to meet the needs of future society.

At the miso level, the research focuses on the curriculum system and teaching methods of innovation and entrepreneurship education. Gu (2003) pointed out that the innovation and entrepreneurship education curriculum should focus on the combination of theory and practice and stimulate students' innovative thinking and entrepreneurial interest through diversified teaching methods such as project orientation and case teaching. At the same time, he also emphasized the importance of interdisciplinary courses, believing that this helps students form a comprehensive knowledge structure and innovative vision. At the micro level, the research focuses on the development of individual students.

Teng (2023) found through empirical research that factors such as students' personality traits, family background and learning experience have a significant impact on the development of their

innovation and entrepreneurship capabilities. Therefore, he suggested that in the education process, we should focus on personalized teaching to fully tap and cultivate students' individual advantages. In addition, scholars also pay attention to the connection between innovation and entrepreneurship education and social needs. Yang (2023) believes that vocational schools should work closely with industry enterprises to introduce market demand and cutting-edge technology into the teaching process through the integration of industry and education to improve the pertinence and effectiveness of education.

In summary, the research on the innovation and entrepreneurship education structure of vocational school students cover multiple levels, including macro, meso and micro, involving curriculum system, teaching methods, individual development of students and connection with social needs. These research results provide important theoretical support and practical guidance for the reform and development of innovation and entrepreneurship education in vocational colleges.

The Concept of Students' Entrepreneurship

As an important precursor of entrepreneurial behavior, entrepreneurial intention is a key concept in the field of entrepreneurship research. In recent years, with the increasing number of entrepreneurial activities and the popularization of entrepreneurship education, scholars have also deepened their research on entrepreneurial intention, and have explored the connotation, influencing factors and role of entrepreneurial intention in the entrepreneurial process from different perspectives. In terms of the connotation of entrepreneurial intention, scholars generally believe that entrepreneurial intention is an individual's positive attitude and tendency towards entrepreneurial activities.

Kolvereid (1996) pointed out that entrepreneurial intention is a psychological tendency to engage in entrepreneurial activities formed by an individual in a certain situation based on the assessment of the benefits and risks that may be brought about by entrepreneurship. This psychological tendency includes both sensitivity to entrepreneurial opportunities and acceptance of entrepreneurial challenges, as well as expectations for entrepreneurial success and enthusiasm for entrepreneurial activities. Earlier, Krueger (1993) believed that individual background characteristics (such as gender, age, education level), psychological traits (such as self-efficacy, risk-taking ability) and social capital (such as family support, social network) will have an impact on entrepreneurial intention.

In addition, external environmental factors, such as policy support, market environment, cultural atmosphere, etc., also have an important impact on individual entrepreneurial intention. Ma (2012) found through empirical research that there is a significant positive correlation between entrepreneurial intention and entrepreneurial behavior. The stronger the entrepreneurial intention of an individual, the more likely he or she is to engage in entrepreneurial activities. However, entrepreneurial intention does not always translate directly into entrepreneurial behavior. This transformation process is also affected by many factors, such as resource acquisition, opportunity identification, and team

building. Scholars have also paid attention to the dynamics of entrepreneurial intention. Geng (2024) believes that entrepreneurial intention is not static, but will change with individual experience, environmental changes, and the process of entrepreneurial learning. Therefore, they suggest that when studying entrepreneurial intention, the time dimension should be considered to analyze the evolution of entrepreneurial intention.

Research Related to Students' Entrepreneurship Intention

With the country's strong support for innovation and entrepreneurship, and the increasingly prominent position of vocational education in social and economic development, the entrepreneurial intention and entrepreneurial ability of vocational school students have become a hot topic in the field of education. In recent years, many scholars have conducted in-depth measurement research on the entrepreneurial intention of vocational school students, trying to explore the entrepreneurial potential and influencing factors of this group. In terms of measuring entrepreneurial intention, scholars mainly use methods such as questionnaire surveys, in-depth interviews and scale evaluation.

Li (2020) conducted a large-scale entrepreneurial intention survey on students in vocational colleges through a self-compiled questionnaire. The content of the questionnaire covers multiple dimensions such as entrepreneurial motivation, entrepreneurial preparation, and entrepreneurial risk cognition, which effectively reflects the entrepreneurial intention of vocational school students and its influencing factors. In addition, some scholars have combined mature entrepreneurial intention scales at home and abroad, such as the Individual Entrepreneurial Intention Scale (IEIS), to quantitatively evaluate the entrepreneurial intention of vocational school students. In addition to quantitative research, qualitative research also occupies an important position in the measurement of entrepreneurial intention. Through in-depth interviews, researchers can have a deeper understanding of the real thoughts and attitudes of vocational school students towards entrepreneurship.

Zhou (2016) interviewed a group of vocational school students and found that many factors such as family background, school education, and social environment will affect students' entrepreneurial intention. Scholars have also made a lot of achievements in the study of factors affecting entrepreneurial intention. Davidsson and Honig (2020) pointed out that the entrepreneurial intention of vocational school students is affected by many factors such as personal characteristics, family environment, school education, and social support. Among them, personal characteristics include gender, age, personality characteristics, etc.; family environment mainly involves parents' occupations and education levels; school education includes the opening of entrepreneurship education courses, teacher guidance, etc.; social support is mainly reflected in policy support and entrepreneurial atmosphere. It is worth mentioning that with the deepening of research, scholars have also begun to pay attention to the relationship between entrepreneurial intention and entrepreneurial behavior. Tkachev and Kolvereid (2019) found that although the entrepreneurial intention of vocational school students is

generally high, the proportion of actual practice is relatively low. While measuring entrepreneurial intention, it is also necessary to pay attention to how to transform intention into actual action. This is undoubtedly an important direction for future research.

Methodology

This study took 503 senior students from the school of Economics, Trade and Management at Zhengzhou Institute of Technology, Henan Province as the population, and through convenient sampling method, based on the sample size requirement of Krejci and Morgan (1970), 217 were selected as the research samples.

The researcher used a mature questionnaire of students' satisfaction with innovation and entrepreneurship education and entrepreneurial intention based on the previous researchers Zeng, Yao & Gong (2024). All the questionnaires were distributed during April 2024. The sacle adopted the 5-point Likert scale, from 1 to 5, the respondents to the questionnaire need to fill in based on their own real situation. The researcher collected 197 valid questionnaires and used all of them into the data analysis process, the effective return rate reached 90.8%.

Results

Demographic Analysis of the Respondents

The researcher collected 197 valid questionnaires filled out by senior students from the school of Economics, Trade and Management at Zhengzhou Institute of Technology, Henan Province. As Table 1 shown, 51.3% students are male, and 48.7% are female, 45.5% are from urban area, 54.5% are from rural area; as for the students' major, 28% are the students major in economics and management, 23% are the students major in arts, 24% are the students major in science and engineering, and the rest are the students in literature and engineering major. Lastly, 20.3% of students are working as the student leaders in the school of economics, Trade and Management at Zhengzhou Institute of Technology.

Table 1: Basic Information on of the Sampling Students

Demographic Variables	Group	Number	Percentage
Gender	Male	101	51.3
	Female	96	48.7
Residence	Urban area	90	45.5
	Rual area	107	54.5
Major	Science and Engineering	47	24
	Literature and History	69	35
	Arts	45	23
	Economics and Management	36	28
Student Leader	Yes	40	20.3
	No	157	79.7

The Current Levels of students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology

By analyzing the sample data with descriptive statistics, it can be seen that the overall mean value of students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology was 4.59, indicating that the level of students' satisfaction with innovation and entrepreneurship education was high. Through the descriptive statistical analysis of the overall work engagement and the data of each item, the results of the analysis in also showed the overall mean value of students' entrepreneurial intention in Zhengzhou Institute of Technology was 3.43, indicating that the overall level of students' entrepreneurial intention was regarded as moderate.

Differences in Students' Satisfaction with Innovation and Entrepreneurship Education

H1: There are significant differences in students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology with different background variables (gender, residence, major, and student leader position).

According to the study hypothesis H1, independent samples t-test or one-way ANOVA was used to compare the differences in students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology with different gender, residence, major, and student leader position.

1) To compare the differences in students' satisfaction with innovation and entrepreneurship education with different genders, independent samples t-test method was used. The overall P value was 0.005, less than 0.01, reaching a significant level, indicating that students of different genders have significant differences in students' satisfaction with innovation and entrepreneurship education, and male students have higher levels of satisfaction with innovation and entrepreneurship education compared with the female ones.

2) To compare the differences of students' satisfaction with innovation and entrepreneurship education with different residences, independent samples t-test was used. The overall P value of students' satisfaction with innovation and entrepreneurship education was 0.001, reaching a significant level, indicating that students with different residences have significant differences in their satisfaction with students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology; the urban students have the higher satisfaction with the current innovation and entrepreneurship education in Zhengzhou Institute of Technology.

3) To compare the differences in students' satisfaction with innovation and entrepreneurship education with different majors, one-way ANOVA was used. The overall P value of students' satisfaction with innovation and entrepreneurship education was 0.008, less than 0.05, which reached a significant level, and the findings showed the students major in Science and Engineering had higher satisfaction with current innovation and entrepreneurship education in Zhengzhou Institute of Technology.

4) To compare the differences in students' satisfaction with innovation and entrepreneurship education with different student leader positions, independent samples t-test was used for testing. The overall P value of students' satisfaction with innovation and entrepreneurship education was 0.029, less than 0.05, reaching a significant level, indicating that students with different leader positions have significant differences, and students with leaders had the higher scores.

Differential Analysis of Students' Entrepreneurship Intention

H2: There are significant differences in students' entrepreneurship intention in Zhengzhou Institute of Technology with different background variables (gender, residence, major, and student leader position).

According to the study hypothesis H2, independent samples t-test or one-way ANOVA was used to compare the differences in students' entrepreneurship intention in Zhengzhou Institute of Technology with different gender, residence, major, and student leader position.

1) To compare the differences in students' entrepreneurship intention with different genders, independent samples t-test method was used. The overall P value was 0.005, less than 0.01, reaching a significant level, indicating that students of different genders have significant differences in students' entrepreneurship intention, and male students have higher levels of satisfaction with innovation and entrepreneurship education compared with the female ones.

2) To compare the differences of students' entrepreneurship intention with different residences, independent samples t-test was used. The overall P value of students' entrepreneurship intention was 0.001, reaching a significant level, indicating that students with different residences have significant differences in students' entrepreneurship intention; the urban students have the higher entrepreneurship intention in Zhengzhou Institute of Technology.

3) To compare the differences in students' entrepreneurship intention with different majors, one-way ANOVA was used. The overall P value of students' entrepreneurship intention was 0.008, less than 0.05, which reached a significant level, and the findings showed the students major in Science and Engineering had higher satisfaction with students' entrepreneurship intention in Zhengzhou Institute of Technology.

4) To compare the differences in students' entrepreneurship intention with different student leader positions, independent samples t-test was used for testing. The overall P value of students' satisfaction with innovation and entrepreneurship education was 0.029, less than 0.05, reaching a significant level, indicating that students with different leader positions have no significant differences in terms of students' entrepreneurship intention.

Correlation Analysis between Students' Satisfaction with Innovation and Entrepreneurship education and Students' Entrepreneurship Intention

According to the study hypothesis H3, Pearson correlation analysis method was used to verify whether there was a significant correlation between the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan province. The analysis results are shown in Table 2. There was a significant positive correlation between students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology, Henan Province, with a correlation coefficient of 0.819. Among them, there was a positive the relationship between students' satisfaction with innovation and entrepreneurship education and students' entrepreneurial intention in Zhengzhou Institute of Technology, Henan Province with various dimensions of students' satisfaction with innovation and entrepreneurship education, so the study hypothesis H3 was established.

Table 2: The Correlation between the Students' Satisfaction with Innovation and Entrepreneurship education and Students' Entrepreneurship Intention

Dimensions/Variables	Students' Entrepreneurship Intention
Course system	0.817**
Teaching staff	0.784**
Practice platform	0.832**
Atmosphere creation	0.794**
students' satisfaction with innovation and entrepreneurship education(overall)	0.819**

Note: *P<0.05, **P<0.01, ***P<0.001.

Discussion

Based on the above findings, this study briefly discusses the following aspects.

By analyzing the data, it can be seen that the current levels of students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology was high. The results of the analysis also showed the current level of students' entrepreneurial intention in Zhengzhou Institute of Technology was moderate.

From the perspective of differences in students' satisfaction with innovation and entrepreneurship education under different demographic background variables, were significant differences in students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology with different gender, residence, major, and student leader position. Different researchers also proposed that innovation and entrepreneurship education should run through the entire process of vocational education and be comprehensively planned from the aspects of curriculum setting, teacher team construction, and practice platform construction (Fayolle, 2008).

As students from different families, majors, and with different leadership experiences may have different expectations, for example, Teng (2023) found that factors such as students' personality traits, family background and learning experience have a significant impact on the development of their

innovation and entrepreneurship capabilities. Therefore, he suggested that in the education process, we should focus on personalized teaching to fully tap and cultivate students' individual advantages. In addition, scholars also pay attention to the connection between innovation and entrepreneurship education and social needs. Yang (2023) believes that vocational schools should work closely with industry enterprises to introduce market demand and cutting-edge technology into the teaching process through the integration of industry and education to improve the pertinence and effectiveness of education.

From the perspective of different demographic background variables, there were significant differences in students' entrepreneurship education in Zhengzhou Institute of Technology with different background variables including gender, residence, major, but not with different student leader position. These finding are consistent with previous research, such as Zhou (2016), who also found in a study with a group of vocational school students and found that many factors such as family background, school education, and social environment will affect students' entrepreneurial intention. Moreover, Davidsson and Honig (2020) confirmed that the entrepreneurial intention of vocational school students is affected by many factors such as personal characteristics, family environment, school education, and social support. Among them, personal characteristics include gender, age, personality characteristics, etc.; family environment mainly involves parents' occupations and education levels; school education includes the opening of entrepreneurship education courses, teacher guidance, etc.; social support is mainly reflected in policy support and entrepreneurial atmosphere as pointed out by Tamasila, Taucean & Albulescu (2015).

From the perspective of the correlation between the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan province, there was a significant positive correlation between correlation between the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan province.

Conclusions

In this study, firstly, by organizing the literature related to the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan Province, the data analysis revealed that there was a correlation between correlation between the Students' Satisfaction with Innovation and Entrepreneurship education and Students' Entrepreneurship Intention at the selected college in Henan Province; the study hypothesis were established, and the following conclusions were obtained by statistically organizing and analyzing the data in the questionnaire and the results of the study.

1) The current levels of students' satisfaction with innovation and entrepreneurship education

in Zhengzhou Institute of Technology was high. The current level of students' entrepreneurial intention in Zhengzhou Institute of Technology was moderate.

2) There were significant differences in students' satisfaction with innovation and entrepreneurship education in Zhengzhou Institute of Technology with different gender, residence, major, and student leader position.

3) There were significant differences in students' entrepreneurship education in Zhengzhou Institute of Technology with different background variables including gender, residence, major, but not with different student leader positions.

4) There was a significant positive correlation between correlation between the students' satisfaction with innovation and entrepreneurship education and students' entrepreneurship intention at the selected college in Henan province.

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