

Retraction

Retracted: Construction and Analysis of College Students' Entrepreneurship Guidance Model from the Perspective of Ideological and Political Education under Big Data

Mobile Information Systems

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

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- [1] R. Hu and J. Hu, "Construction and Analysis of College Students' Entrepreneurship Guidance Model from the Perspective of Ideological and Political Education under Big Data," *Mobile Information Systems*, vol. 2022, Article ID 8954317, 11 pages, 2022.

Research Article

Construction and Analysis of College Students' Entrepreneurship Guidance Model from the Perspective of Ideological and Political Education under Big Data

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The idea of infusing entrepreneurship into education has incited much enthusiasm in the last few decades. A myriad of effects have been stated to result from this, including economic growth, job creation, and increased societal resilience, as well as personal growth, increased school involvement, and improved equality. However, in addition to the purported favorable consequences, putting this theory into practice has presented major challenges. The study aims to improve the success rate of college students' entrepreneurship and strengthen their entrepreneurship education. First, two aspects of the current state of political and ideological education are examined: ideological education and entrepreneurship education, and ideological education and big data technology. Next, ideological education, entrepreneurship education, and big data are integrated to implement an impact index evaluation model of college students' entrepreneurship education from the perspective of the Internet under big data. Finally, based on the implemented model, seven influencing indicators of entrepreneurship education curriculum, practical education, educational equipment, educational awareness, basic ability, social ability, and data usability are obtained. Through detailed analysis experiments, it is found that three factors have the greatest impact on college students' entrepreneurship education, including basic ability, data usability, and psychological pressure resistance in the face of difficulties. The results show that the cultivation of basic entrepreneurial ability and the development of psychological quality should be enhanced in college students' entrepreneurship education, providing a definite reference base for college students' entrepreneurship education.

1. Introduction

Entrepreneurial education has seen worldwide exponential growth in higher educational institutions. Today, entrepreneurial education has become a vital part of both industrial and educational policies in many countries. Scholars and experts promote entrepreneurial education because entrepreneurship is recognized as a vital engine for economic growth and employment creation. Entrepreneurial education is usually viewed as a response to our more globalized, uncertain, and complicated environment, which requires all people and organizations in the society to be increasingly equipped with entrepreneurial skills [1]. Besides the common economic development and job creation-

related reasons to promote entrepreneurial education, there is a growing emphasis on the impact entrepreneurial activities can have on students' and employees' perceptions of relevance, engagement, and motivation in both education and employment. The role entrepreneurship play in addressing major societal issues has promoted entrepreneurial education as a strategy of empowering individuals and organizations to create social value for the greater good [2].

With the rapid expansion of the social economy and the ever-changing educational system, it is vital to provide ideological and political education to college students using modern technology [3]. Inspiring college students' entrepreneurial ideas and cultivating their entrepreneurial ability

require the support of new technologies. With the advancement of the Internet and artificial intelligence, an age of large-scale production, sharing, and application advances. These technologies are collectively considered big data [4], which bring new directions and opportunities for entrepreneurship in various industries. As a contemporary factor with ideological and political education, big data is introduced into the vision of ideological education. In recent years, exploring the contents, forms, and techniques of entrepreneurship education with new network technology has become increasingly important in college students' entrepreneurship. It is critical to use new ideas and technologies to help college students improve their entrepreneurial skills [5].

Entrepreneurial education has risen to a significant place in higher education as a result of the strong emphasis on economic success and job creation. To promote students' entrepreneurial education, an entrepreneurship education model based on emerging network technologies needs to be implemented [6]. First, the relations between entrepreneurship, ideological education, and big data analysis need to be explored. Scholars have extensively analyzed the impacts of entrepreneurial education on students' skills. Wei et al. [7] discussed the multiple intermediary effects of political skills and entrepreneurship opportunity identification in perceiving entrepreneurship education and innovation. The results show that political skills and entrepreneurial opportunity recognition play an intermediate role between perceived entrepreneurial education and innovation and opportunity recognition plays a chain intermediary role between perceived entrepreneurial education and innovation, indicating that ideological and political education plays a positive basic role in entrepreneurial motivation and opportunity [8]. Zhao and Zhang found that ideological and political education can effectively improve college students' positive psychological quality and self-efficacy. Jia et al. [9] argued that good entrepreneurship education significantly improves the employment quality of college students and enhances their employment intention. Entrepreneurship education guides college students' cognition and improves their employability in various ways. This shows that the correct entrepreneurship education and ideological education have a very significant impact on the ability of entrepreneurship. While exploring the relations between big data and ideological education, Li et al. [10] proposed that the challenging characteristics of political education include lack of knowledge sharing and user interaction experience and reasonable data mechanism has become an essential factor. Shani defined entrepreneurship as the creation of new products through foresight and the use of advantageous situations [11]. Thomson defined entrepreneurship as the process of discovering new opportunities and therefore discovering new services [12]. Buchanan and McPherson [13] measured the intersection of indicator-driven educational methods and politics. They established a new teaching model through big data, which proves that the alternative conceptualization of school education in the future is feasible. The authors of [14] used the new methods of modern data sources like big data to provide

valuable contributions to entrepreneurship research and proved the great potential of big data in exploring the relationship between entrepreneurship and regional entrepreneurial activities. The above documents reveal the connection between ideological education and entrepreneurship education, which shows that the application of big data has great potential in ideological education and improving educational ability. In this study, big data techniques are used to implement a model for college students' entrepreneurship education from the perspective of ideological education. First, the relations between ideological education and entrepreneurship education are explored, the connection between big data and ideological education is established, and an evaluation model of entrepreneurship education using the Internet and big data techniques is implemented by analyzing the influencing weight of various factors on college students' entrepreneurship. To implement the proposed evaluation model, the idea is to combine a combination of the Internet, big data techniques, and entrepreneurship education. The rest of the paper is organized as follows.

2. Materials and Methods

2.1. Connotation of Entrepreneurship Education. Entrepreneurship can be defined as content, methods, and activities supporting the acquisition of knowledge, competencies, and experiences that enable students to begin and participate in entrepreneurial value creation processes. The current definition of entrepreneurship is a process by which people use and integrate their expertise and resources to create value for themselves. College graduates are both job seekers and entrepreneurs looking to launch their businesses. To address several challenging problems, reforms in entrepreneurship education are required and the cultivation of students' entrepreneurial ability should be strengthened [15].

In a broad sense, entrepreneurship education is to enable students to have innovative personalities and the ability to work independently [16]. Entrepreneurship education should have two properties, as shown in Figure 1. One is to make the college students know what entrepreneurship is and acquire their basic entrepreneurial knowledge. The other is to encourage their daring and willingness to pursue entrepreneurship courses.

2.2. Impact of Ideological Education on College Students' Entrepreneurship. With the rapid development of the economy, enhancing college students' entrepreneurial ability gradually becomes a problem that needs to be solved. According to relevant data, domestic college students have a success rate of 5%, whereas American college students have a 20% entrepreneurial success rate, which is due to a lack of efficient entrepreneurship instructions [17]. The reasons for the low entrepreneurial success rate of college students in China are shown in Table 1.

Ideological and political education can promote the entrepreneurship of college students and is the core of

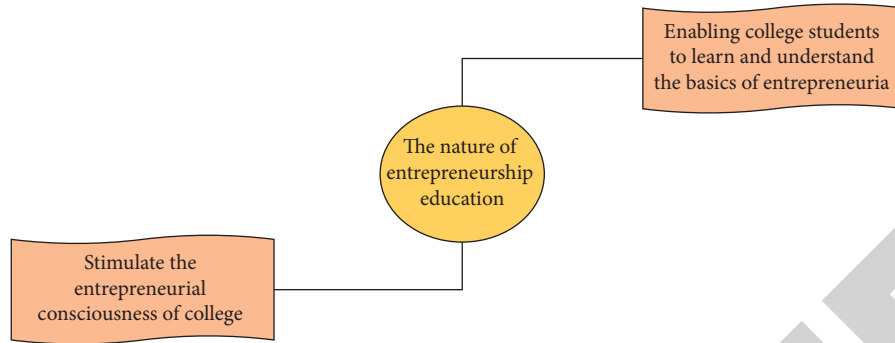


FIGURE 1: Nature of entrepreneurship education.

TABLE 1: Reasons for entrepreneurial failure.

Failure reasons	Specific meanings
Setting conservative goals	Many college students nowadays are comfortable with their current situation and lack the spirit of adventure and the ability to widen their horizons. Their targets are focused on government organs, large enterprises, or some well-known private enterprises. Most of these industries monopolize some positions. It is difficult to produce innovative jobs. Honest employment and postgraduate entrance examination are still the goals of most people.
Low compressive capacity	Successful entrepreneurs often have tenacity, team spirit, self-confidence, and risk-taking spirit. At present, college students cannot accept failure and give up when they fail to start a business for the first time. This is generally because college students are not good at building a team or making efficient use of their resources, resulting in low frustration ability.
Lack of practical attempt	Many college students know entrepreneurship theory. In the process of practical operation, they cannot well solve entrepreneurial problems and lack practical ability. According to the survey, 80% of students believe that their ability is poor, which requires the reform of entrepreneurship education.
Having psychological barriers	In the process of entrepreneurship, college students are often complacent with a little achievement or begin to be disappointed and feel inferior when they encounter a little setback, which lowers the success of entrepreneurship. Therefore, in the process of entrepreneurship, you should have your team, learn to cooperate, control your emotions, and not give up easily.

entrepreneurship education. Figure 2 shows the role of ideological education in entrepreneurship education, including guidance, incentive, cohesion, and promotion [18]. Ideological education uses its advantages to strengthen the psychological education of graduates, carry out education with different objectives, and immediately search the psychological problems of students when they start a business, thereby improving their success rates of entrepreneurship.

Big data has strong processing and decision-making ability and diversified data assets. The working mode is to screen massive data and select products and services that have value for specific subjects [19]. The network in big data can be screened based on the information that users explore, and related items and data can be selected and placed in the networking facilities of users. Table 2 shows the four characteristics of big data.

Big data concepts using the Internet are made up of a variety of approaches, as shown in Figure 3. There are eight kinds of concepts in the current Internet thinking. Internet thinking has the features of integration as a thinking method [20]. College students' entrepreneurship should be combined with their thinking modes for innovation.

2.3. *Network Entrepreneurship under Big Data.* With the introduction of big data, a new type of network

entrepreneurship emerges. The global pattern is gradually changing as a result of the trend of informatization and networking. Through funding channels and business models, network technology minimizes the risk of entrepreneurship and continues to entice people to invest in entrepreneurial activity. With the emergence of the Internet, a new type of entrepreneurship called network entrepreneurship has emerged, which differs from entity entrepreneurship [21].

Network entrepreneurship is to use computer equipment, master the markets by using new network technologies like big data, and provide new goods or services to achieve the birth of a new industry [22–24]. Figure 4 shows the four advantages of network entrepreneurship. Network entrepreneurship is the process of creating products and obtaining material or spiritual value through certain forms of transformation, which can be reflected in resources, products, services, knowledge, and technology.

2.4. *Innovation of Ideological Education in the Era of Big Data.* Big data, from a macroperspective, includes data about ideological education. From a microperspective, they are the goal orientation of ideological and political education [25]. Big data can be used in both the content structure setting and the evaluation of the effect of education. The innovation of

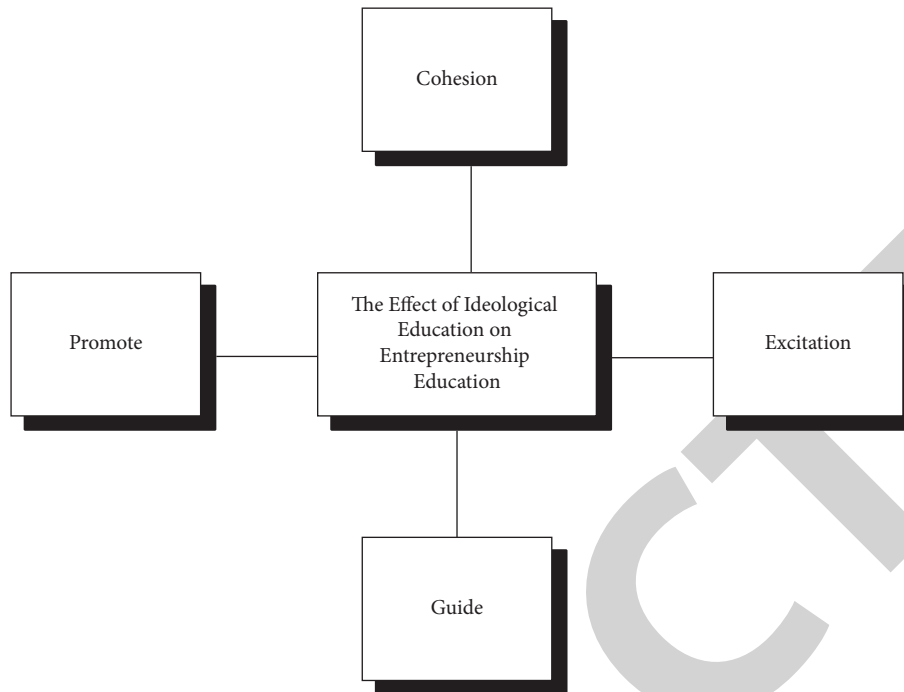


FIGURE 2: Roles of ideological education in entrepreneurship education.

TABLE 2: Characteristics of big data.

Characteristics	Content
Huge data	With the increase in networking devices, a large amount of data, such as user trajectory data and browsing data, can be recorded, and each user can directly obtain all data.
Variety	Many networking devices, sensors, and social platforms are networked, cooperated, semistructured, and unstructured, making the data types in the network complex and diverse.
Efficient rate	It can analyze the data results in a few seconds and push similar products in real time according to users' browsing interests, such as Taobao and other shopping platforms.
Data authenticity	It provides a reference for decision-makers through data and extracts value from the real data.

big data focuses on strengthening big data thinking, innovating the technology, simplifying big data experiments, and designing the big data model.

Big data can avoid data asymmetry that is usually caused by the traditional teaching model of ideological education and make use of the thinking mode of big data. In addition, innovative ideological education needs the awareness of data sharing. The success of an ideology teaching strategy for entrepreneurial education is determined by the amount and quality of data available. Table 3 shows the three characteristics of the big data thinking mode.

2.5. College Students' Entrepreneurship Evaluation Model under Big Data. An important aspect of the evaluation of college students' entrepreneurship education is the need to provide evidence of the benefits of education for entrepreneurship programs, to elicit ongoing support for these activities. When the evaluation model of college students' online entrepreneurship education under big data thinking is implemented [26], it is necessary to establish the principles

for the evaluation of entrepreneurship education. Figure 5 shows the four principles of implementing the model. Whether the evaluation principles are reasonable indicates whether the model experiment is scientific and reasonable and the direction is clear.

The evaluation of comprehensive entrepreneurship education is generally divided into two types. The first is the evaluation process of entrepreneurship education, which includes the curriculum structure of entrepreneurship education, the infrastructure of entrepreneurship service platform, entrepreneurial practice activities, practice, associations, and competitions, opening of entrepreneurship knowledge lectures, and formation of a strong entrepreneurship education atmosphere. The second type is to directly evaluate the results of entrepreneurship education and assess the relevant abilities of individuals who have received entrepreneurship education, generally including business management ability, resource acquisition ability, entrepreneurial knowledge usability, and environmental social ability. In short, the evaluation elements of network entrepreneurship under

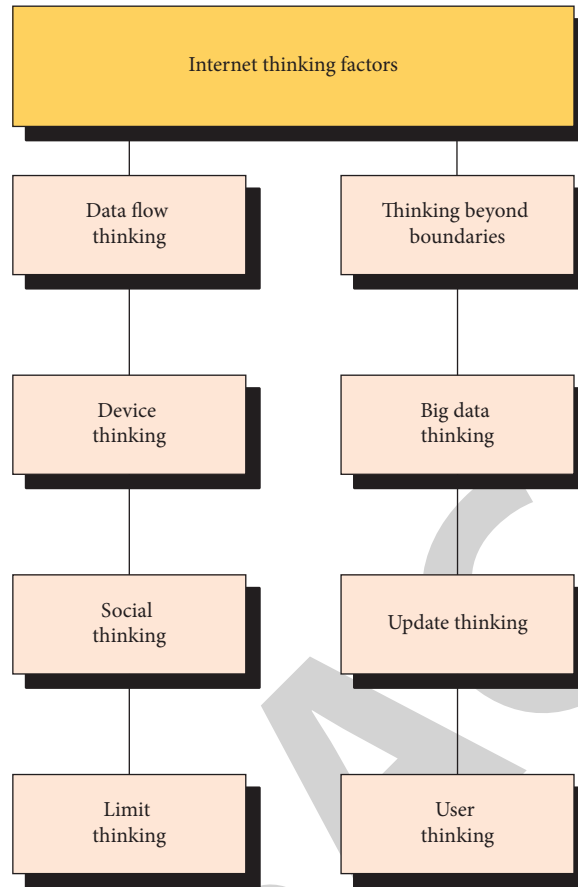


FIGURE 3: Internet thinking factors.

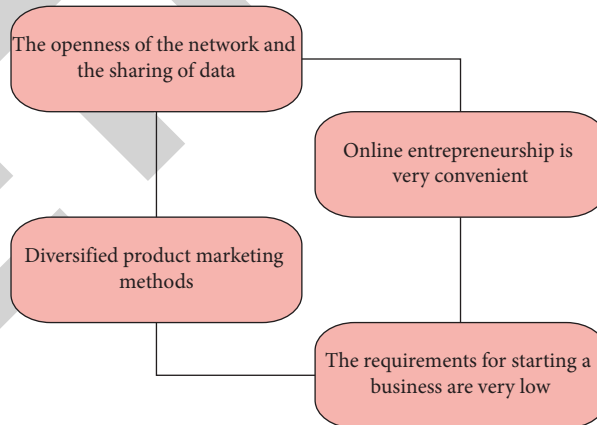


FIGURE 4: Advantages of network entrepreneurship under big data.

TABLE 3: Big data thinking mode.

Thinking modes	Connotation
Holistic thinking mode	When dealing with challenges, holistic thinking stresses all-around thinking. Big data’s overall state can be used to scientifically reflect the state of ideological and entrepreneurial education. Some internal elements are more essential than others. Controlling the portion for the overall effect is required at this moment.
Open thinking	In connection with the scientific principles of the system, the vitality of any system has energy exchange with the surrounding material environment. Therefore, people should have open thinking, and this requires breaking through the limitations of their system.
Comprehensive thinking	In the state of highly integrated data, scattered and differentiated data are integrated. Comprehensiveness is a way of thinking in which some seemingly unrelated theories or data are reorganized and compatible with other structures after the data are processed and analyzed.

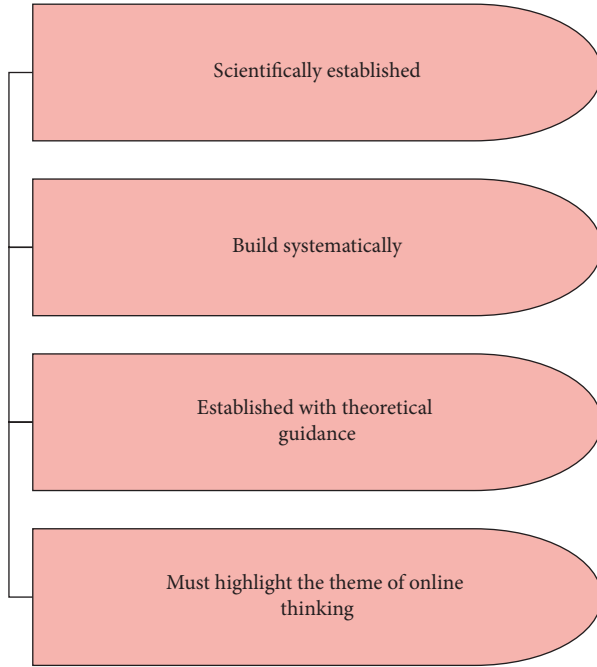


FIGURE 5: Model building principles.

the big data Internet thinking mode are formulated, as shown in Figure 6.

Analytic hierarchy process (AHP) is also known as subjective fuzzy evaluation method [27]. The AHP can divide each element in a complex system into several connected levels, making it have logic. Figure 7 shows a model diagram of the college students' entrepreneurship education evaluation system using big data Internet thinking and it comprises three layers. The first layer is the general objective layer, represented by D. The second layer is the criterion layer that includes seven primary indicators including entrepreneurship education curriculum (E1), practical education (E2), educational equipment (E3), educational awareness (E4), basic ability (E5), and social ability (E6), and data usability (E7). The third layer is the secondary evaluation index. E1 includes knowledge course (F1) and knowledge lecture (F2), and E2 comprises entrepreneurship education competition (F3), community education (F4), and social attempt (F5). E3 includes entrepreneurial site (F6) and information equipment (F7). E4 has entrepreneurial motivation (F8), target industry (F9), and plan (F10). E5 covers the knowledge (F11) required for entrepreneurship, entrepreneurship management ability (F12), and resource utilization ability (F13). E6 includes psychological stress resistance (F14), communication ability (F15), and collaboration (F16). Likewise, E7 includes object thinking (F17), limit thinking (F18), generation thinking (F19), traffic thinking (F20), social thinking ability (F21), big data thinking ability (F22), network platform thinking ability (F23), and boundary-crossing ability (F24).

For the test of level-1 indicators, entrepreneurship E1 includes F1 and F2. Therefore, the matrix equation of level-1 indicator E1 is as follows:

$$B1 = \begin{bmatrix} 1 & 5 \\ \frac{1}{2} & 1 \end{bmatrix}. \quad (1)$$

According to (1), the consistency ratio of E1 is 0.0000 and less than 0.1, which can prove that the coordination is good.

E2 includes entrepreneurship education competition F3, community education F4, and social attempt F5. Therefore, the equation of index matrix E2 is as follows:

$$B2 = \begin{bmatrix} 1 & 2 & \frac{1}{7} \\ \frac{1}{2} & 1 & \frac{1}{7} \\ 7 & 7 & 1 \end{bmatrix}. \quad (2)$$

According to (2), the consistency ratio of E2 is 0.0516 and less than 0.1, which proves that the consistency is good.

Educational equipment E3 includes entrepreneurship site F6 and information equipment F7. The consensus of consistency matrix of E3 is

$$E3 = \begin{bmatrix} 1 & 1 \\ 1 & 1 \end{bmatrix}. \quad (3)$$

According to (3), the consistency ratio of E3 is 0.0000 and less than 0.1, indicating that the consistency is good.

Education awareness E4 includes entrepreneurial motivation F8, target industry F9, and plan F10, so the consistency matrix equation of E4 is

$$E4 = \begin{bmatrix} 1 & 6 & 7 \\ \frac{1}{6} & 1 & 3 \\ \frac{1}{7} & \frac{1}{3} & 1 \end{bmatrix}. \quad (4)$$

(4) shows that the consistency ratio of E4 is 0.0961 and less than 0.1, indicating that consistency is good.

The basic ability E5 includes F11 required for entrepreneurship, F12, and resource utilization ability F13. Therefore, the consistency matrix equation of E5 is

$$E5 = \begin{bmatrix} 1 & 1 & 5 \\ 1 & 1 & 5 \\ \frac{1}{5} & \frac{1}{5} & 1 \end{bmatrix}. \quad (5)$$

Using (5), the consistency ratio of E5 is 0.0000 and less than 0.1, so it can be proved that E5 has a good consistency.

Social ability E6 includes F14, F15, and F16. The consistency matrix equation of E6 is

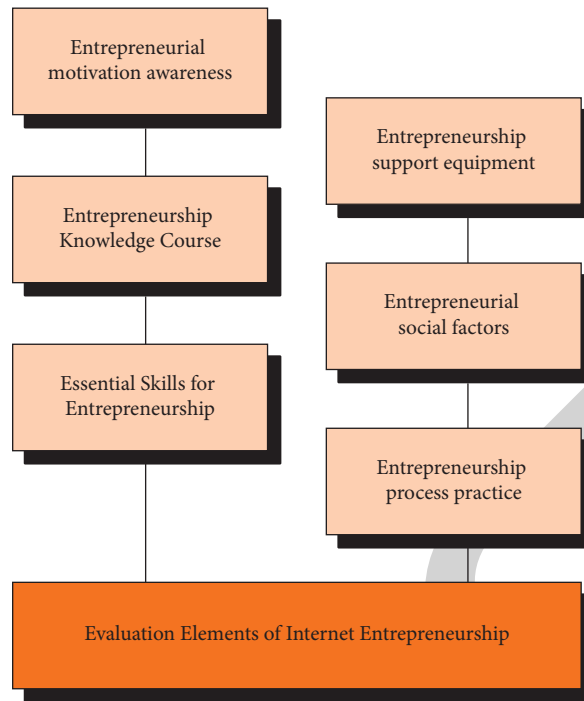


FIGURE 6: Evaluation elements of network entrepreneurship.

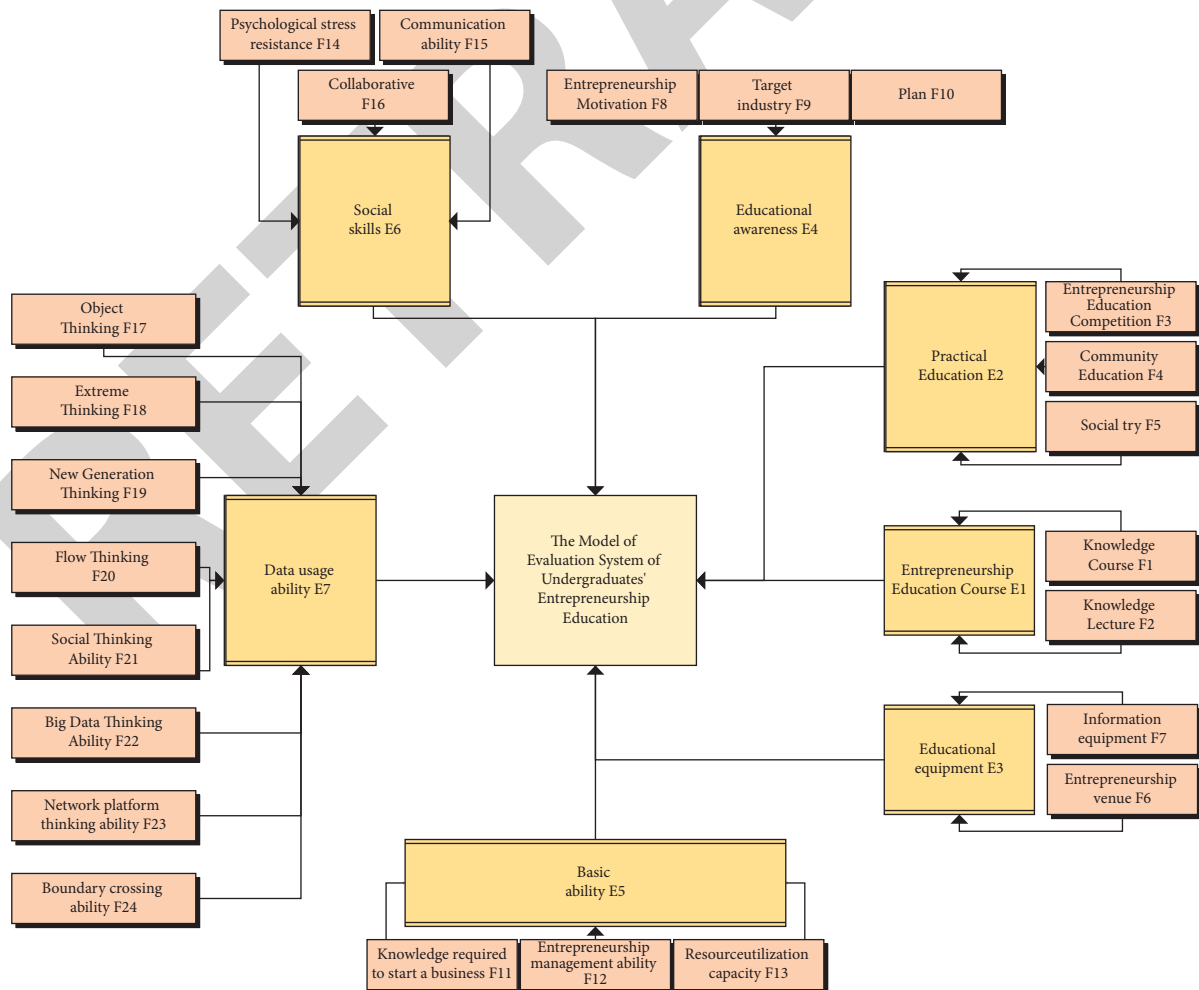


FIGURE 7: College students' entrepreneurship evaluation system from the perspective of big data.

$$E6 = \begin{bmatrix} 1 & 5 & 4 \\ \frac{1}{5} & 1 & 1 \\ \frac{1}{4} & 1 & 1 \end{bmatrix}. \quad (6)$$

According to (6), the consistency ratio of E6 is 0.053 and less than 0.1, which proves that E6 has a good consistency.

There are seven kinds of data in the usability E7, including object thinking F17, limit thinking F18, generation thinking F19, traffic thinking F20, social thinking F21, big data thinking F22, network platform thinking F23, and boundary-crossing ability F24. Therefore, the consistency matrix equation of E7 is

$$E7 = \begin{bmatrix} 1 & 9 & 9 & 9 & 9 & 9 & 9 & 9 \\ \frac{1}{9} & 1 & 1 & \frac{1}{5} & \frac{1}{4} & \frac{1}{6} & \frac{1}{3} & \frac{1}{2} \\ \frac{1}{9} & 1 & 1 & \frac{1}{4} & \frac{1}{4} & \frac{1}{4} & \frac{1}{3} & 1 \\ \frac{1}{9} & 5 & 4 & 1 & 1 & \frac{1}{4} & \frac{1}{2} & 4 \\ \frac{1}{9} & 4 & 4 & 1 & 1 & \frac{1}{3} & \frac{1}{4} & 2 \\ \frac{1}{9} & 6 & 4 & 4 & 3 & 1 & 1 & 7 \\ \frac{1}{9} & 3 & 3 & 2 & 4 & 1 & 1 & 2 \\ \frac{1}{9} & 2 & 1 & \frac{1}{4} & \frac{1}{2} & \frac{1}{4} & \frac{1}{2} & 1 \end{bmatrix}. \quad (7)$$

According to matrix (7), the consistency ratio of E7 is 0.0868 and less than 0.1, which proves that E7 has a good consistency.

The consistency ratio of the above seven primary indicators is proved to be less than 0.1, indicating that they have a good consistency. It is recommended to implement a model as an evaluation indicator. Therefore, in the experimental results, the method of weight value [28] is used to evaluate the impact of the above indicators on entrepreneurship education.

3. Results

3.1. Impact of Primary Indicators on Entrepreneurship Education. The number of weight values defines the impact of seven primary indicators on entrepreneurship education, as well as which aspects of instruction in actual

entrepreneurship education should be reinforced. The analysis results are shown in Figure 8.

From the influencing degree of level-1 indicators in Figure 8, the weight values of the seven level-1 indicators are reproduced. The number of weight values of data usability obtained is 0.2578, and the weight value of social ability is 0.2513. Similarly, the weight value of basic capability achieved is 0.2842, the weight value of educational consciousness is 0.1675, and the weight value of educational equipment is 0.0786. Likewise, the weight value of practical education reported is 0.0713, and the weight value of entrepreneurship education course obtained is 0.0987. This shows that the most influential factor on entrepreneurship education is entrepreneurship basic ability with a weight value of 0.2578, followed by data usability, and the least influential factor is practical education. Therefore, it is necessary to strengthen the cultivation of students' entrepreneurial ability and their ability to analyze and use data. These two factors are essential in entrepreneurial education and even in the actual entrepreneurial process.

3.2. Impact of Level-2 Indicators on Entrepreneurship Education. In the experiment on the impact of level-1 indicators on entrepreneurship education, the three most influential factors are entrepreneurship basic ability, data usability, and social ability. In this section, the influencing factors of the level-2 indicators contained in these three factors on entrepreneurship education are analyzed and the factors that have the greatest impact on entrepreneurship education in segmentation are explored. The experimental results are shown in Figure 9.

Figure 9 shows that the number of weight values of boundary-crossing capability F24 obtained is 0.0182, the weight value of network platform thinking ability F23 is 0.035, the weight value of big data thinking ability F22 is 0.0447, and the weight value of social thinking ability F21 is 0.0254. Similarly, the weight value of flow thinking F20 achieved is 0.0272, the number of weight values of generation thinking F19 is 0.019, and the number of weight values of limit thinking F18 is 0.0162. Moreover, the number of weight values of object thinking F17 is 0.1312, and the number of weight values of collaborative F16 is 0.0472; the number of weight values of AC capability F15 is 0.0437; the weight value of F14 is 0.1719. In addition, the number of weight values achieved for resource utilization capacity F13, entrepreneurship management ability F12, and knowledge F11 is 0.1245, 0.345, and 0.1239, respectively. It can be seen that four level-2 indicators have the greatest impact on entrepreneurship education. The first is psychological stress resistance F14, the second is entrepreneurship management ability F12 and knowledge F11 required for entrepreneurship, and the last is object thinking F17. This shows that in entrepreneurship education, it is necessary to strengthen the education of college students' psychological pressure resistance, that is, psychological quality, and it is necessary to enhance students' entrepreneurship ability and the ability to think well about entrepreneurship subjects.

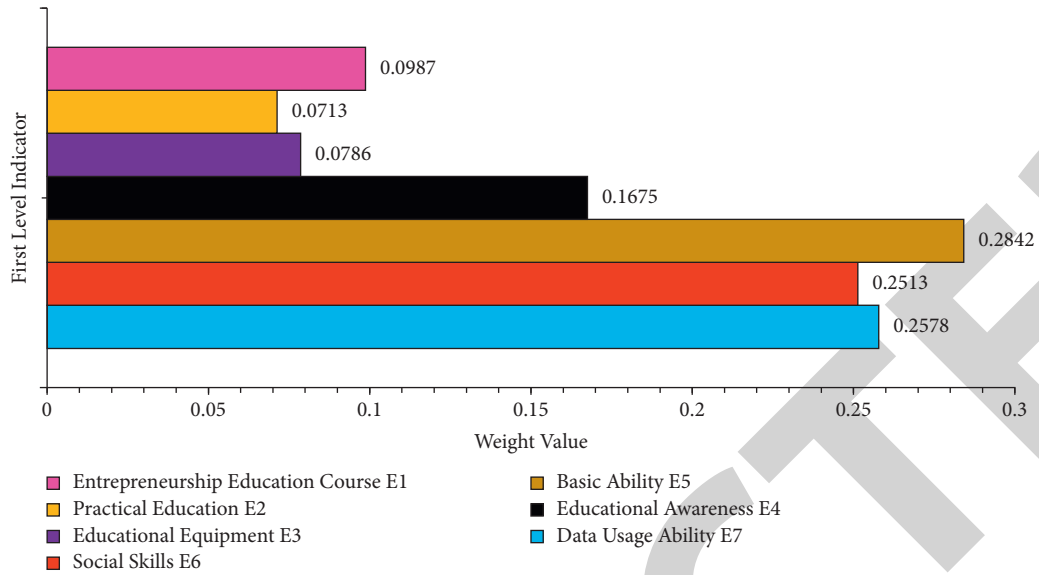


FIGURE 8: Impact of level-1 indicators on entrepreneurship education.

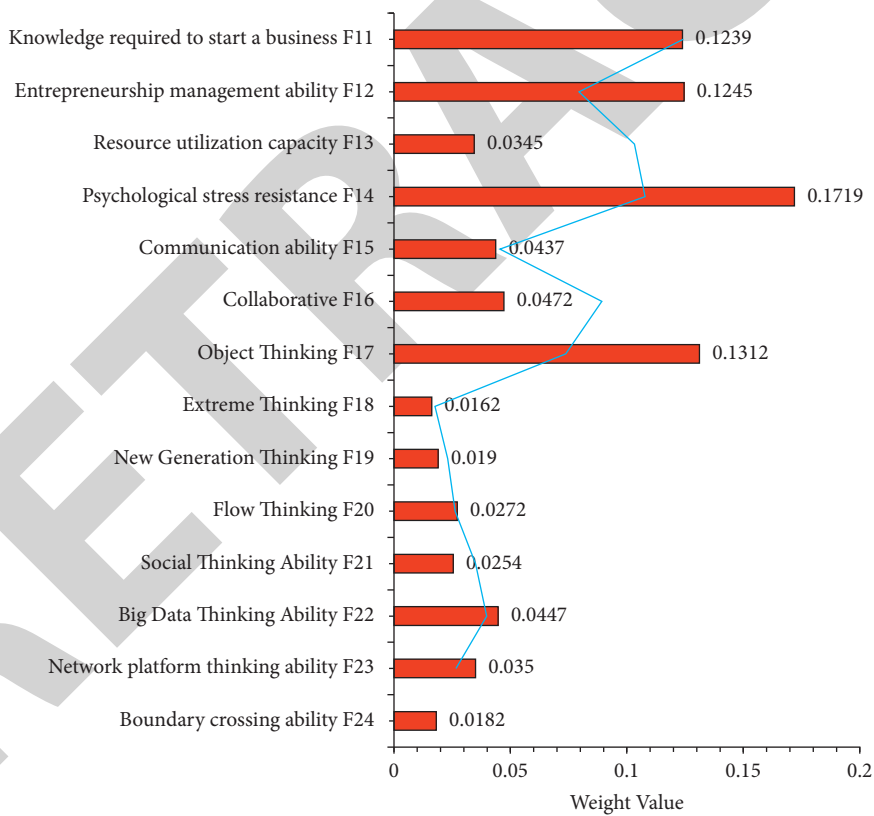


FIGURE 9: Impact of level-2 indicators on entrepreneurship education.

4. Conclusion

Colleges and universities should strengthen the integration of educational resources, provide more opportunities for students to participate in innovation and entrepreneurship practice activities, and allow students to develop innovation and entrepreneurship capabilities. New network

technologies, such as big data, can be used to boost students' ideological and entrepreneurship education. In this article, the combination of ideology education, entrepreneurship education, and big data Internet is explained from the perspective of college students' ideological education and entrepreneurial education. The contents and ideas of college students' entrepreneurship education using the Internet and

big data concepts are defined, and an indicator evaluation model of college students' entrepreneurship education is implemented. The weight values of various factors are obtained, and seven indicators affecting college students' entrepreneurship are explored. It was concluded that the most influential factors are basic ability, data usability, and psychological pressure resistance. The first two indicators belong to the ability level of individuals in the process of entrepreneurship. Therefore, this indicates that it is essential to enhance the training of college students and improve their basic knowledge and ability, set up entrepreneurship practice courses for college students, strengthen the analysis and processing ability of equipment and data, and improve college students' psychological quality. There are some shortcomings associated with this study. For example, only the preliminary discovery of several factors affecting entrepreneurship education is discussed, and no effective solutions are given. Therefore, in future work, the ways to improve college students' entrepreneurial ability and psychological quality ability will be explored. The study provides some opinions and support for college students' entrepreneurship education in the era of big data.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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