

**Internal ECOOM Day 2024
Presentation Abstract**

ECOOM Pitch: The Flanders Student Entrepreneurship Panel: Psychological Drivers of Entrepreneurial Behaviour

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Full reference

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Abstract

Student entrepreneurship is often assessed through participation rates, entrepreneurial intentions, or venture creation outcomes, but these indicators provide limited insight into the psychological drivers underlying entrepreneurial behaviour. This study examines how motives, goals, and other psychological drivers shape entrepreneurial behaviour among students in Flanders, while also accounting for entrepreneurial status, venture type, and the role of the university environment. Building on data from the Flanders Student Entrepreneurship Panel, which extends the GUESSS 2023 survey, the project draws on a database of 4,328 responses. The panel population consists of 2,285 students, including 370 nascent entrepreneurs and 130 active entrepreneurs.

The study proposes a conceptual model linking motives, goals, psychological drivers, and entrepreneurial behaviour, while considering the influence of entrepreneurship education and the university environment. It distinguishes between different types of student ventures, including temporary income ventures, small lifestyle ventures, small high-income ventures, and high-growth ventures, thereby acknowledging the heterogeneity of student entrepreneurship. This approach is informed by research showing that entrepreneurial action is shaped by motivational differences, intention formation, and contextual influences (Ajzen, 1991; Carter et al., 2003; Krueger et al., 2000; Shane et al., 2003). In addition, the project explores how institutional settings such as universities and entrepreneurship education may enable or constrain entrepreneurial engagement (Fayolle & Gailly, 2015; Nabi et al., 2017).

A further objective is to examine how these psychological drivers are shaped by the specific challenges faced by minority student entrepreneurs, with attention to gender, race/ethnicity, and class. By incorporating an intersectionality perspective, the study seeks to provide a more deeper understanding of how entrepreneurial behaviour is socially and institutionally embedded (Crenshaw, 1989; Jennings & Brush, 2013). Overall, the project contributes to the student entrepreneurship literature by moving beyond descriptive accounts and offering a more differentiated explanation of why students engage in different forms of entrepreneurship.