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**Manuscript Abstract**

**Student Diversity and Entrepreneurial Intention: An Intersectional Perspective**

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**Full reference**

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**Abstract**

Entrepreneurial intentions (EI) are the strongest predictors of entrepreneurial action (Ajzen, 1991), and higher education is a key period when they develop (Nabi et al., 2017). Yet most research on student EI examines antecedents in isolation and treats students as a largely homogeneous group (Xanthopoulou & Sahinidis, 2024). This overlooks an important reality: today's students are increasingly diverse. While this diversity is widely celebrated (Ratkovic et al., 2025), students' experiences within diverse populations are not equal. Where social differences exist, power dynamics often emerge, and discrimination can follow (Choo & Ferree, 2010; Collins, 2015). Students' paths into entrepreneurship may therefore depend on the particular combinations of positions they hold (Faber et al., 2024; Hudson et al., 2024). Drawing on Crenshaw (1989) and Collins (1990), we adopt an intersectional perspective, which views social positions not as separate or additive categories, but as mutually reinforcing dimensions that shape lived experience. We examine how gender, migration background, perceived discrimination, study level, and study domain jointly shape entrepreneurial intentions among higher education students. Because the relevant combinations are empirically open and too complex to specify in advance, we adopt an abductive research design combined with a conditional inference decision tree, which allows us to identify non-linear subgroup patterns (Kuhn & Johnson, 2013). We apply this to the Flemish sample from the 2023 wave of the Global University Entrepreneurial Spirit Students' Survey (GUESSS), comprising 4,328 student responses (Sieger et al., 2024). The study contributes theoretically by foregrounding how social positions and perceived discrimination jointly shape entrepreneurial paths; methodologically by demonstrating how decision-tree analysis supports intersectional research; and empirically by providing insights into these relationships among Flemish higher education students.