

# Reinforcing Academic Performance and Entrepreneurial Intentions of Business Graduates: An Intervention of Collaborative and Reciprocal peer-tutoring strategies

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*Abstract- Several studies revealed that collaborative and reciprocal peer-tutoring strategies affects the academic performance and entrepreneurial intention of a person to become an entrepreneur. Cognizant of the previous findings, this study examined the academic performance and entrepreneurial intention of business graduates exposing them to collaborative and reciprocal peer-tutoring strategies. The study was anchored on the theory of Entrepreneurial Event. The study had a sample size of adopted random sampling technique. 6-point likert scale was used in the process of data collection and the study revealed that graduate of business have satisfactory academic performance in entrepreneurship Education, but the moderating effect of collaborative and reciprocal peer-tutoring strategies. The variables involved in this study revealed that collaborative and reciprocal peer-tutoring strategies is positively significant to academic performance and entrepreneurial intention of business graduates  $ACAEI = -12.465 + 1.244 CRPTS$ . In light of these findings, the researchers recommend that collaborative and reciprocal peer-tutoring programs should be kept in high esteem and be widely adopted by means of business education training with regular assessments and feedback sessions and giving peer tutors honors, diplomas, or academic credits will help them to be committed and participate. The study also recommended that involvement in technology-driven entrepreneurship activities can Improving engagement and accessibility by means of digital platforms for collaborative learning online forums as virtual business simulations allows encouragement of cooperation and offer several points of view for creative ideas through cross-institutional learning.*

*Indexed Terms- Collaborative Learning strategy, Reciprocal peer-tutoring strategy, Academic performance, Entrepreneurship education, Entrepreneurial Intentions.*

## I. INTRODUCTION

Entrepreneurship education has gained significant attention in recent years due to its role in fostering entrepreneurial intentions among students, particularly business undergraduates. The ability of entrepreneurship education to enhance students' entrepreneurial mindset and skills is largely dependent on the curriculum design and instructional strategies employed (Tang et al., 2021). The ability of entrepreneurship education to enhance students' entrepreneurial mindset and skills is largely dependent on curriculum design and instructional strategies employed in higher education institutions. Among these strategies, collaborative learning and reciprocal peer-tutoring have been identified as effective pedagogical approaches that can positively influence academic performance and entrepreneurial intentions. Collaborative learning fosters an interactive environment where students actively participate in knowledge-sharing and problem-solving activities. This approach has been shown to improve students' academic performance and critical thinking skills, which are essential for entrepreneurial success. Similarly, reciprocal peer-tutoring, where students take turns in teaching and learning from one another, has been found to enhance comprehension and application of entrepreneurial concepts. These strategies not only improve academic performance but also cultivate a sense of self-efficacy and confidence in students, thereby strengthening their entrepreneurial intentions. The relationship between academic performance in Business education and

entrepreneurial intentions is complex and influenced by various factors. While high academic achievement can boost students' confidence in their entrepreneurial capabilities, the presence of effective instructional strategies further reinforces their motivation to pursue entrepreneurial ventures (Adeniyi, & Dimkpa, 2025).

The effect of curriculum, collaborative learning, and peer-tutoring strategies plays a crucial role in shaping students' entrepreneurial aspirations by providing them with a supportive and engaging learning environment. In the Nigerian context, where entrepreneurship is increasingly recognized as a viable solution to unemployment and economic development, the integration of collaborative and peer-tutoring strategies into entrepreneurship education is imperative. Studies have highlighted the positive impact of these strategies on students' academic performance and entrepreneurial intentions, emphasizing the need for educators to adopt innovative teaching methodologies. By leveraging these approaches, business graduates can develop the necessary skills and mindset to thrive in the entrepreneurial ecosystem (Aldhaheri, 2024; Alalawneh, & Harb, 2024; Dvouletý, Procházka, & Starnawska, 2021; Eseadi, & Diale, 2023; Okafor, 2023; Onuoha, Chukwu, & Igwe, 2022).

Collaborative and reciprocal peer-tutoring is an effective strategy which can guide concept of the entrepreneurship education curriculum to equip graduates with the basic knowledge and skills of entrepreneurship problems in any society. This conventional method of teaching, where individuals take turns acting as both tutors and learners, reinforcing their understanding of entrepreneurship concepts as it helps learners fulfill untapped hidden potentials. Peer-tutoring has been shown to improve comprehension, retention, and application of business theories, leading to enhanced academic performance. Additionally, reciprocal peer-tutoring fosters a collaborative learning culture where students develop problem-solving skills and an entrepreneurial mindset. By teaching their peers, learners refine their communication and leadership abilities, which are critical for entrepreneurial success. The peer-tutoring model also encourages active engagement, making learning more dynamic and impactful. The effect of

curriculum, collaborative learning, and reciprocal peer-tutoring strategies on the relationship between academic performance in entrepreneurship education for entrepreneurial intentions underscores the importance of innovative pedagogical approaches. By integrating these strategies into entrepreneurship education, educators can enhance students' learning experiences, improve academic outcomes, and foster entrepreneurial aspirations. As higher education continues to evolve, adopting these methodologies will be instrumental in preparing business undergraduates for successful entrepreneurial careers. In the Nigerian context, where entrepreneurship is increasingly recognized as a viable solution to unemployment and economic development, the integration of collaborative and peer-tutoring strategies into entrepreneurship education is imperative. Studies have highlighted the positive impact of these strategies on students' academic performance and entrepreneurial intentions, emphasizing the need for educators to adopt innovative teaching methodologies (AbdulRaheem & Odutayo, 2017; Tang et al., 2021). By leveraging these approaches, business undergraduates can develop the necessary skills and mindset to thrive in the entrepreneurial ecosystem. Hence this study examines academic performance and entrepreneurial intentions of business graduates an intervention of collaborative and reciprocal peer-tutoring strategies

## II. LITERATURE REVIEW

### Entrepreneurship Education

Entrepreneurship has important roles in the long-term economic development and competitiveness of a region. Entrepreneurship continues to evolve, driven by education, technology, and sustainability. As scholars refine theories and frameworks, the entrepreneurial landscape will adapt to new challenges and opportunities. By fostering innovation, resilience, and ethical business practices, entrepreneurship will remain a cornerstone of economic and social progress in the years ahead. Entrepreneurship remains a dynamic and evolving field, shaping economies and societies worldwide. From its classical roots in economic theory to its modern interpretations, entrepreneurship has expanded beyond business creation to encompass

innovation, social impact, and sustainability. Recent studies Godpower, Nmerukini, & Duson, 2025; Jamwal, AnuRadha, & Swati Gupta. 2025; Eltahir, & Alsalhi, 2025 have explored new dimensions of entrepreneurship, emphasizing education, technological advancements, and policy frameworks that foster entrepreneurial ecosystems. Entrepreneurship is broadly defined as the process of identifying opportunities, mobilizing resources, and creating value through innovation and risk-taking. Traditional definitions focused on business creation, but contemporary perspectives highlight entrepreneurship as a mindset applicable across industries and disciplines. Scholars argue that entrepreneurship is not merely about starting a business but about fostering creativity, resilience, and adaptability in an ever-changing market. Recent research underscores the importance of entrepreneurship education in shaping future innovators (Alalawneh, & Harb, 2024). Universities and institutions worldwide have integrated entrepreneurship into their curricula, emphasizing experiential learning, mentorship, and interdisciplinary approaches. Studies suggest that entrepreneurship education should evolve to incorporate psychological, ethical, and neuroscientific insights to better equip individuals for entrepreneurial challenges. The role of technology in entrepreneurship has grown significantly, with artificial intelligence (AI), blockchain, and digital platforms transforming business models. AI-driven entrepreneurship is particularly noteworthy, as it enables data-driven decision-making, automation, and personalized customer experiences. Scholars predict that AI will continue to shape entrepreneurial ventures, offering new opportunities for efficiency and scalability. Despite its potential, entrepreneurship faces challenges, including regulatory barriers, access to funding, and market uncertainties. Scholars Jamwal, AnuRadha, and Swati Gupta. 2025;Nwankwo, 2023; Okafor, 2023;Oksanen, Oikkonen,, & Pihkala, 2023; Pacheco, Ferreira, Simões, Veiga, & Dabic, 2024;Syed, Singh, Agrawal & Spicer, 2023) emphasize the need for supportive policies, financial incentives, and collaborative ecosystems to nurture entrepreneurial growth. The future of entrepreneurship lies in adaptability, continuous learning, and leveraging emerging

technologies to navigate complex business landscapes.

### Collaborative and Reciprocal Peer Tutoring

Collaborative and Reciprocal peer tutoring is a teaching strategy in which students are partnered together to review information or practice skills. In this approach, students take turns acting as both the tutor and the learner. Each student teaches a concept to their peer and then receives instruction in return. This method reinforces understanding, improves retention, and builds confidence in both participants. It is an instructional strategy where students support each other in learning by taking on the roles of both tutor and tutee. This method has gained prominence in higher education due to its ability to enhance academic performance, foster collaboration, and improve retention rates among students (Widoro et al., 2025). Peer tutoring is particularly effective in applied sciences and professional education, where students benefit from interactive learning experiences. Recent studies highlight the advantages of peer tutoring in various educational settings. Wang (2024) found that online peer tutoring significantly enhances students' sense of community and engagement, leading to improved academic outcomes. The study emphasized that peer tutoring allows students with different learning styles to collaborate effectively, making complex subjects more accessible. Similarly, research on team-based learning and peer teaching in medical education demonstrated that integrating peer tutoring strategies improves theoretical knowledge, clinical competencies, and student satisfaction (Wang et al., 2025). Despite its benefits, peer tutoring faces challenges such as inconsistent participation, lack of formal training for tutors, and logistical constraints (Widoro et al., 2025). Effective implementation requires structured programs, regular monitoring, and institutional support to maximize its impact. Institutions that provide training for peer tutors and establish clear guidelines for tutoring sessions tend to see better outcomes. Peer tutoring is a valuable educational approach that enhances learning outcomes, fosters collaboration, and strengthens student engagement. As higher education continues to evolve, integrating peer tutoring into curricula can provide students with meaningful learning

experiences and improve academic success (Eltahir, & Alsalthi, 2025; Eseadi, & Diale, 2023; Godpower, Nmerukini, & Duson, 2025; Pacheco, Ferreira, Simões, Veiga, & Dabic, 2024).

### Entrepreneurial Intention

It has been argued that there is no consistent definition of the term entrepreneurial intentions Merle, Marianne, Urve and Aino (2013). Guerrero, Rialp and Urbano (2008), Submit that the evolution of entrepreneurial intentions first emerged in the early eighties and he defined Entrepreneurial intentions as a state of mind that people wish to create a new firm. Nabi, and Holden, (2008); Wu and Wu (2008) also posit that entrepreneurial intention can also mean have a mind-set of creating new value inside an existing organisations. Alessandro and Vita (2017) defined Intention as an act which help in predicting the actual behaviour and reflect commitment toward future actions. Umar and Muhammed (2017) posit that entrepreneurial intention has to do with a person's inclination to take up an entrepreneurial task in the future.

According to Tarek (2017), Entrepreneurial intention is defined as a state of mind directing a person's attention and action towards self-employment as opposed to organizational employment. Lorz, Volery and Miter (2011) suggest that entrepreneurial intention is an indicator of actually becoming an entrepreneur. Intentions is a representative of a person's motivation for him to put up an effort to act upon a conscious plan (Conner, 1998). Entrepreneurial intention is what motivates an individual in making a conscious plan to exhibit a behaviour (Michel, 2011) moreover entrepreneurial intention is defined by Thompson (2009) as self-acknowledged conviction that an individual intend to start a new business venture and consciously plan to do so in future. Entrepreneurial intention is defined as a state of mind of an individual that is directing that person's attention, action, and experience towards a specific path to achieve something (Parimala, 2013) Bulhough, Ronko and Myatt (2014) see entrepreneurial intention as a step to entrepreneurial plan of an individual to start a new enterprise. Byasbashaija and Katono (2011) found that as students' attitudes changed due to the

entrepreneurship education they received but, there were no changes in entrepreneurial intention.

### Theoretical Framework

#### Theory of Entrepreneurial Event

This study is anchored on the theory of Entrepreneur Event. It is applicable to this study because entrepreneurial intention is influenced by three main factors: perceived desirability, perceived feasibility, and propensity to act upon opportunities. The proponent of the theory of Entrepreneurial Event is Shapero & Sokol (1982). The model is aimed at explaining the processes that leads to entrepreneurial event. (Kollmann & Kuckertz, 2006). A displacement event then affects the relationship between entrepreneurial intention and action. Perceived desirability is the extent to which a person feels attractive to create his or her own business. Perceived feasibility is the extent to which the person feels capable to start a business. Propensity to act is the personal disposition to act on one's decisions to start a business. This factor relates to the question: "Will I actually do it?" Shapero and Sokol (1982) argue that propensity to act is relevant; otherwise, an individual may not take action. The authors (Aldhaheeri, 2024; Alkaabi, & Senghore, 2024; Ardianti, Harmanto, Buditjahjanto, & Anifah, (2024; Atitsogbe, Samson, Sarazin-FreyPépin, El Hamdany, & McCrindle, 2024; Business Development Bank of Canada., 2023). considered this factor as a stable personality characteristic that links strongly to locus of control (i.e., the perception of control over one's life). According to the EEM, one's perception of desirability and feasibility determines his or her response to an external event. These perceptions, in turn are derived from cultural and social factors. In this sense, external factors influence intention indirectly through desirability and feasibility. Further, some precipitating/triggering events or changes can also impact the emergence of an entrepreneurial behaviour. Such events is when a student graduate from the university. In conclusion this study is anchored on the theory of Entrepreneur Event Model. The proponent of the theory of Entrepreneurial Event is Shapero & Sokol (1982). The model is aimed at explaining the processes that leads to entrepreneurial event (Kollmann & Kuckertz, 2006). Shapero & Sokol see perceived desirability as the degree to

which an individual considers starting a business attractive. Perceived feasibility, which is the degree to which a person have believe that he is capable of starting a business. Propensity to act is the personal disposition to act on ones decisions this means reflecting volitional aspects of intentions which means ‘I will do it ’Shapero & Sokol further suggested that propensity to act is equivalent to internal locus of control.

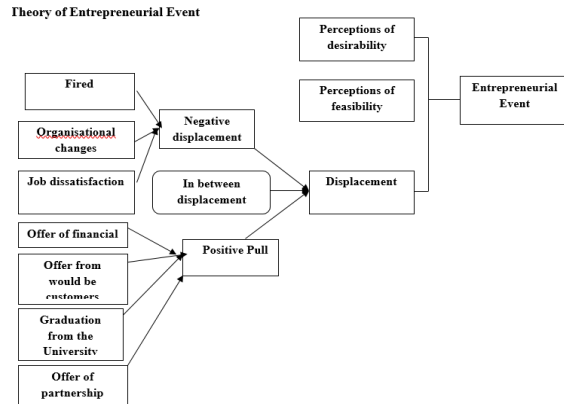


Figure 1.1

Source: Shapero and Sokol (1982)

Perceived desirability refers to values and how they will ultimately impact the individual’s perception of what is attractive or desirable and what is not. In this context Shapero and Sokol (1982) identify culture, family, peers, colleagues, mentors and previous work experience as factors that strongly influence personal values and the perception of desirability. Propensity to act is the personal disposition to act on one’s decisions. Entrepreneurial Event Model was tested by John, Gakure, Simon and Agnes (2012) to explain entrepreneurial Intentions among university students in kenya. The study found that perceived desirability, feasibility and a propensity to act are the most crucial factors influencing an individual’s intention to start a venture. Peterman and Kennedy (2003) studied the effect an entrepreneurship program (Young Achievement Australia, YAA). They found that the students had higher perceived desirability and feasibility to create a new business after finishing the YAA program. Further, the desirability and feasibility of the students were significantly related to the positiveness of previous experience.

## Empirical Review

Higher Education has failed to produce in school leavers who have a combination of skills and value system that could make them self-reliant which can only be salvaged with the use of appropriate educational curricula be evolved after conducting the gaps/needs analysis. Such curricula should also be a product of active collaboration between the employers of labour and higher education Institutions coupled with the fact that the curricula is not relevant with physical and sociological environment. At the University of Salford in Salford, UK, the research explores the impact of peer tutoring on academic achievement, focusing on both tutors and tutees. Prior studies have consistently highlighted the positive effects of peer tutoring on tutees’ academic performance, but there is a noticeable gap regarding the reciprocal impact on tutors. This study aims to fill that gap by empirically examining the influence of peer tutoring, conducted as optional practical sessions, on the academic achievement of both tutors and tutees. It emphasizes the ability of tutors to demonstrate, coach, and articulate concepts effectively, contributing significantly to the understanding of peer tutoring’s efficacy (Ullah et al., 2018)

In the context of the Philippines, Candelaria (2023) emphasizes the prevalent issue of learning challenges and their detrimental impact on academic performance. Learning challenges are widespread in the Philippine educational landscape, affecting students’ skills and problem-solving abilities, and hindering their overall academic progress. This study adopts a localized approach by harnessing the potential of peer tutoring to address this pressing challenge. By implementing peer tutoring, the research aims to enhance academic performance and alleviate the burden of learning challenges among Filipino students. It underscores the urgency of addressing this issue within the Philippine educational context and highlights peer tutoring as a strategic tool to improve academic outcomes. Egunsola, Abraham,Dazala, Dimeji and Daniel (2012) examine Entrepreneurship Education and Attitude of Undergraduate Students to Self-employment in Mubi, Adamawa State, Nigeria. The study employed a survey design and it is based on

three theories; namely, cause and effect, pragmatism and social learning theory of career choice. Using a sample of 370 from a population of 5000 which was determined using Taro Yamane's formula the study collected data with the use of structured questionnaires and the data collected were analysed with the use of frequency counts and percentages. The study revealed that an individual's exposure to entrepreneurship education influences self-employment intention Musibau, Amanda, Saadat and Nkam (2016) look into the problems and visions of entrepreneurship Education in post primary schools. The methodology adopted is the in-depth review of articles, both international and local conference proceedings and other international and local journal proceedings, textbooks, internet sources, newspapers and magazines. The study found that the challenges faced in the course of teaching entrepreneurship education are lack of concentrations of learners, lack of equipment, lack of ample spaces for the dissemination of lectures, lack of infrastructures, inadequate funds , very limited time allotted on time table, lack of enough workshop among others

Parimala and Iiham (2016) studied Entrepreneurship curriculum and Entrepreneurial Intentions among Malaysian University students: using Hypothesised Model through Structural Equation Modelling found a significant negative relationship between Entrepreneurship curriculum and entrepreneurial intention.

### III. METHODOLOGY

This research adopted survey research design which facilitated the use of a structured research instrument in obtaining data for the analysis that is to collect detailed and factual information that describes an existing phenomenon. The adoption of this design is consistent with the studies of Alexander, Francis, Hudu, Goddana & Elvis, 2015; Amouri, Sidrat, Boudabbous, & Boujelbene, 2016; Chlosta, 2015; Fellnhofner & Puimalainen, 2017; Jean, Beneditcte, Servane, & Veronica, 2015; Katharina & Kaisu, 2017). The population of the study was selected business graduates, in Ogun State Nigeria. The study employed table of sample size determination developed by Krejcie and Morgan in 1970 and obtained from Research Advisor (2006). At 0.05

margin error and 95% confidence level for each of the universities for the study. Stratified random sampling techniques has been chosen for this study because it bring categorization into focus and it is more superior to other random sampling and for good representation and yields more efficient result. Primary data was collected through questionnaires. The justification of using questionnaire is for its high response rate and minimum intervention bias from the researcher also for an efficient and accurate accessing of information. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a prediagnostic test shows that no collinear relationship exist among the explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable.

### IV. FINDINGS

To test the hypothesis, linear regression analysis was used. The data for collaborative and reciprocal peer-tutoring strategies in enhancing academic performance and entrepreneurial intention of Business graduates were created by summing responses of all items for each of the variable. The results of the regression are presented in the table below. The data for collaborative and reciprocal peer-tutoring strategies and entrepreneurial intention were created by summing responses of all items for each of the variable. The results of the regression are presented in the tables below

Model Summary for Regression Analysis for Academic Performance and Entrepreneurial Intentions of Business Graduates: An Intervention of Collaborative and Reciprocal peer-tutoring strategies.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12.465	.906		-13.756	.000
	Academic Performance	1.244	.016	.871	76.784	.000

$R = 0.871$ ;  
 $R^2 = 0.759$ ;  
 $F(1,1875) = 5895.815, p < 0.05$

Dependent Variable: Academic Performance  
Entrepreneurial Intention

The table illustrates regression analysis to enhance Academic Performance and Entrepreneurial Intentions of Business Graduates An Intervention of Collaborative and Reciprocal peer-tutoring strategies in Ogun state, Nigeria. The table shows the Unstandardized coefficient of collaborative and reciprocal peer-tutoring strategies to be 1.244 ( $\beta_2 = 1.244$ ,  $p = 0.000$ ) meaning that Academic Performance and Entrepreneurial Intentions of selected Business graduates in ogun state, Nigeria is enhanced through collaborative and reciprocal peer-tutoring strategies. This is further shown as  $F = 5895.815$  and  $p$ -value of 0.000 which is less than the adopted level of significance of (0.05). This shows that collaborative and reciprocal peer-tutoring strategies were significant predictor of academic performance and entrepreneurial intentions of business graduate in Ogun state Nigeria. The Table shows that there is a high correlation ( $R = 0.871$ ) between Academic Performance and Entrepreneurial Intentions of selected business graduates in Ogun State Nigeria is enhanced through collaborative and reciprocal peer-tutoring strategies and entrepreneurial intentions. Further evidenced is the fact that the percentage of variance in entrepreneurial intentions explained by collaborative and reciprocal peer-tutoring strategies is about 75.9%. This shows that

collaborative and reciprocal peer-tutoring strategies account for 75.9% of the variations in academic performance and entrepreneurial intentions. The resulting regression model from the analysis was given by:

$$ACAEI = -12.465 + 1.244 \text{ CRPTS} \dots\dots\dots \text{Equation (I)}$$

Where:

ACAEI = Academic Performance/ Entrepreneurial Intentions

CRPTS = Collaborative & Reciprocal Peer-Tutoring Strategies From the regression model, taking all factors constant at zero, Academic performance and entrepreneurial Intention of selected business graduates in Ogun State Nigeria was -12.465. The regression coefficient of collaborative and reciprocal peer-tutoring strategies was 1.244, which implies that a unit increase in collaborative and reciprocal peer-tutoring strategies would lead to 1.244 increase in Academic performance and entrepreneurial intention of selected businesses graduates. The significant value is less than 0.05. Therefore, the null hypothesis which states that Academic performance and Entrepreneurial intention is no being enhanced significantly by collaborative and reciprocal peer-tutoring strategies in Ogun state is hereby rejected.

## V. DISCUSSION

With respect to the Academic performance and entrepreneurial intention on collaborative and reciprocal peer-tutoring strategies of business graduates the survey results revealed that Academic performance and entrepreneurial intention is being enhanced through collaborative and reciprocal peer-tutoring strategies. The finding is in agreement with Ikandilo (2014) who found that there is a positive significant relationship between Academic performance and entrepreneurial intention and collaborative and reciprocal peer-tutoring strategies. The study of Parimala and Illam (2015) on Entrepreneurship Education and Entrepreneurial Intentions among Malaysian University students discovered that teaching methods is positively related to entrepreneurial intention of students. Further, Mwasalwiba (2010) found that scholars in the field of entrepreneurship education though differing in a

number of definitive issues are converging towards a single framework of entrepreneurship and that is a shift from a star-up view to an attitude changing perspective of entrepreneurship education. The research found out that application of diverse collaborative and reciprocal peer-tutoring strategies enhanced Academic performance and entrepreneurial intention in entrepreneurship classrooms can assist student in developing entrepreneurial intention hence a train the trainers programme should be organised for faculty members of Universities tutoring entrepreneurship education this can make available to them modalities on how to be innovative in the use of diverse teaching methods of entrepreneurship education in educational institutions. Also the faculty members are to be encouraged to attend seminars and workshops on entrepreneurship in order to equip them with all necessary training needed to teach entrepreneurship education. Amari and Abbes (2014) assessed the influence of individual factors on the entrepreneurial intention, the study found that there is a significant relationship between teaching methods and entrepreneurial intention. Marshall, Eastman, Rajesh, Stanley and Boatwright (2011); found a positive relationship of students' entrepreneurship intention on the type of teaching instructions they received. Based on the findings and its supporting literature, the study therefore rejects the null hypotheses which states that Academic performance and entrepreneurial intention is not being enhanced by collaborative and reciprocal peer-tutoring strategies.

#### CONCLUSION AND RECOMMENDATIONS

Collaborative and reciprocal peer-tutoring strategies has been widely recognized as a crucial factor in fostering entrepreneurial intentions among business undergraduates. Academic performance and entrepreneurial intention is often linked to students' confidence in pursuing entrepreneurial ventures. However, the effectiveness of collaborative and reciprocal peer-tutoring strategies is significantly influenced by curriculum design. A well-structured entrepreneurship curriculum integrates theoretical knowledge with practical applications, equipping students with the necessary skills to navigate the entrepreneurial landscape. Recent studies emphasize that collaborative and reciprocal peer-tutoring

strategies, improves academic performance and entrepreneurial intentions. By aligning the curriculum with industry trends and entrepreneurial challenges, educators can better prepare students for the dynamic business environment. Collaborative learning is an instructional strategy that encourages students to work together, share ideas, and solve problems collectively. This approach enhances critical thinking, creativity, and teamwork essential skills for entrepreneurship. Research indicates that students engaged in collaborative learning demonstrate higher academic performance and a stronger inclination toward entrepreneurial activities. The interactive nature of collaborative learning fosters a supportive environment where students can exchange knowledge, refine business ideas, and develop innovative solutions. Moreover, collaborative learning enhances students' self-efficacy, a key determinant of entrepreneurial intentions. When students actively participate in group discussions and business simulations, they gain confidence in their ability to navigate entrepreneurial challenges. This increased self-efficacy translates into a higher likelihood of pursuing entrepreneurial ventures upon graduation. Peer-tutoring is another effective strategy that influences the relationship between academic performance and entrepreneurial intentions. In this approach, students take turns acting as both tutors and learners, reinforcing their understanding of entrepreneurship concepts. Peer-tutoring has been shown to improve comprehension, retention, and application of business theories, leading to enhanced academic performance. Additionally, peer-tutoring fosters a collaborative learning culture where students develop problem-solving skills and an entrepreneurial mindset. By teaching their peers, students refine their communication and leadership abilities, which are critical for entrepreneurial success. The peer-tutoring model also encourages active engagement, making learning more dynamic and impactful. The study therefore recommended that Universities should cooperate with businesses and entrepreneurs to offer guest lectures, mentoring, and internships exposing students to practical entrepreneurial obstacles. In the same vein, the curriculum should be routinely changed to represent developing trends in entrepreneurship including digital business models, sustainability, and innovation. Assigning students teams to work on



company strategies and startup concepts helps to develop teamwork, creativity, and problem-solving abilities. Furthermore, peer-tutoring programs should be kept successful by means of regular assessments and feedback sessions and giving peer tutors honors, diplomas, or academic credits will help them to be committed and participate. The study also recommended that technology-Driven Improving engagement and accessibility by means of digital platforms should be mounted for collaborative learning online forums and virtual business simulations allows encouragement of cooperation between students from other colleges or departments would help to offer several points of view and creative ideas through cross-institutional learning towards academic performance and entrepreneurial intention.

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