

Utilization Of Tiktok Affiliate, Entrepreneurial Intention, And Entrepreneurial Attitude Among Grade 12 Students of Burgos National High School

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Abstract: This study explored the relationship between TikTok affiliate utilization and the entrepreneurial intentions and attitudes of Grade 12 students at Burgos National High School. It employed a quantitative, descriptive-correlational design. Forty (40) students participated, with data collected through a structured questionnaire. Analysis included calculating mean scores to assess levels of TikTok affiliate utilization and entrepreneurial intention and attitude, and Pearson's correlation to establish statistical relationships at 0.05 level of significance. Results showed that the respondents had a high level of TikTok affiliate utilization, particularly in product promotion and content creation, indicating that they perceive TikTok as a valuable entrepreneurial platform. High entrepreneurial intention was also noted, with significant emphasis on subjective norms and perceived usefulness of e-business, suggesting that students are positively influenced by social and digital entrepreneurship trends. Students also displayed a high entrepreneurial attitude across cognitive, affective, and behavioral dimensions. The study found a significant positive correlation between TikTok affiliate utilization and both entrepreneurial intentions and entrepreneurial attitudes, highlighting TikTok's potential as an educational tool for developing entrepreneurial skills. These findings suggest that incorporating TikTok-based activities in entrepreneurship education may foster practical skills and strengthen students' entrepreneurial mindset.

Keywords: Entrepreneurial attitude, entrepreneurial intention, TikTok affiliate utilization.

1. Introduction

Change is inevitable in all aspects of life. The shift from traditional methods to technological is evident. In this era, advancement in technology such as the internet and cellphones open doors for different social communication platforms that create entrepreneurial opportunities that were once only seen in physical spaces. With the advent of this platform entrepreneurial activities shifted to digital space where understanding this trend is essential for entrepreneurial innovation and growth.

TikTok is undeniably a global trend for all generations. It has gained over 2 billion downloads (Geysler, 2022). Users may use the application by sharing their content, and users can actually watch videos like dance and song videos, tutorials, and funny videos. The application's simplicity and ease of using this application help users to produce compelling and stimulating content. The advantage it gives to users, especially the entertainment make it known worldwide. Many download it because of entertainment (Mohsin, 2023). Consequently, it has been utilized not merely for entertainment purposes but also as a tool in business ventures. As we are experiencing the transformational impact of this application, it is essential to use this as a tool for education.

The Enhanced Basic Education Act of 2013 of the Department of Education emphasizes 21st century skills that help students in making decisions. The good decisions will ultimately help them contribute to the society. Entrepreneurship is one of the skills that is coupled with curriculum support. The curriculum is designed in a way that graduates of the K-12 are prepared holistically for them to help the country. In alignment with this vision, entrepreneurship is one of the key skills promoted within Senior High School (SHS) curriculum in the K-12 program, categorized as one of the "curriculum exits" alongside higher education, employment, and middle-level skills development. Moreover, entrepreneurship is an applied subject wherein all the senior high school students will take whatever track or strand they are in. This subject is envisioned to provide learners not only with technical knowledge on how to initiate and manage a business but also on how to attain a mindset necessary for entrepreneurial success.

Two important components of this mindset are entrepreneurial intention and entrepreneurial attitude. Entrepreneurial intention are the motivations and commitment of a person regarding entrepreneurial activities, in general, an intention to be self-employed and autonomous in offering or converting intellectual ideas into practice. In line with that,

when students have higher entrepreneurial intention, they are more likely to take initiative, seek out opportunities, and actively engage in business-related ventures (Rachmawan et al., 2020). On the other hand, entrepreneurial attitudes are the person's positive or negative perception of entrepreneurship and their strong desire for self-employment, a positive perception of entrepreneurship, and a willingness to embrace flexibility, risks, and learning. By developing entrepreneurial intention and attitudes, schools can prepare students for a contribution to the economy not only as future entrepreneurs but also by bringing an innovative, adaptive approach into any career path.

Teaching entrepreneurship presents challenges. Schools cannot afford the budget for key resources. Hence, practical learning activities such as simulations, product prototyping, and business fairs become hard to carry out. Others lack the technological infrastructures necessary for modern entrepreneurship education, including digital marketing, e-commerce, and software tools. Many students find it difficult to have opportunities where they get to interact in real-life settings with entrepreneurial ideas they may have. This reduces their ability to build confidence, resilience, and problem-solving skills critical in entrepreneurship. A reason, the study will hence establish and recommend an educational intervention that responds to the identified shortcomings, allowing for new, inclusive, and affordable activities. Such an intervention is the utilization of TikTok affiliate which refers to the practice of individuals promoting and selling products or services on the TikTok platform through affiliate partnerships. This online community develops entrepreneurial intention. It shows that when young people engage with or participate in entrepreneurial communities on TikTok, they feel more inclined to explore entrepreneurial activities themselves (Alkhalailah et al., 2023). This activity will create easier access to entrepreneurship education that caters to real-life entrepreneurship practice, skills, and attitudes necessary for realizing a resilient problem-solving mindset in students. TikTok affiliate will provide the needed platform for creatively simulating, promoting products, and creating community involvement that could make the tool instrumental in bridging gaps in entrepreneurship education.

This research focused on the impact of the utilization of TikTok affiliate on entrepreneurial intention and entrepreneurial attitudes among the Grade 12 students at Burgos National High School. This study may benefit the school by providing insight into how TikTok and other current digital platforms might be integrated into the curriculum to develop students' entrepreneurial mindsets and skills. Grasping the influence that TikTok affiliate has on students' intention and attitude toward entrepreneurship can position the school to set up innovative educational strategies in line with real-world digital trends.

The use of TikTok affiliate among students as the need for educational interventions to guide students in integrating social media and entrepreneurship is the potential gap this study tends

to explore. The output of this study provides valuable information about the potential of TikTok affiliate to promote entrepreneurship among Grade 12 students of Burgos National High School. The findings of the study could also be used to develop interventions and programs that encourage students to use TikTok affiliate as a tool for exploring their entrepreneurial potential.

Furthermore, this study may be valuable to Nueva Vizcaya State University, specifically Technology and Home Economics Department since entrepreneurship is one of their major subjects. This study may provide insights into the evolving landscape of entrepreneurship. It is also aligned with the College of Teacher Education's agenda and Research and Development Agenda 2019-2023, particularly under the theme of "Technological Trends" with activities related to "Multimedia and Social Media in Education." In addition, this will supplement the DepEd Research Agenda under Theme 1: Teaching and Learning. This study shall add to how educators can enhance inclusive and learner-centered approaches, coupled with entrepreneurial skills and digital literacy in light of curriculum goals and the agenda for ICT in Education.

This study, therefore, investigated the significance of the usage of TikTok affiliates among Grade 12 students in relation to entrepreneurial intention and attitude.

2. Methodology

This study utilized a quantitative research design. This research method focuses on measurements that are objective, with statistical analysis or numerical data collection. This design allows analyzing objectively using numerical data acquired through structured questionnaires. This approach enabled the researcher to analyze how varying levels of TikTok affiliate utilization relate to students' entrepreneurial intention and attitude, allowing reliable and statistically driven conclusions. Furthermore, the study employed descriptive research, which determines the current situation of a phenomenon (Williams, 2007). This method also involves observation during the data collection process, in line with the idea of Walliman (2017). This method is fitting for the study as it employed a 4-point Likert scale, allowing the respondents to rate their agreement on various aspects of TikTok affiliate utilization, entrepreneurial intention, and entrepreneurial attitude. The responses provided a clear picture, making it possible to interpret potential links between TikTok affiliate utilization and the entrepreneurial traits of the students. Specifically, the study used a correlational approach. The value found in this relationship is referred to as the coefficient of correlation. This approach effectively examined the relationship between the dependent and independent variables.

The study used stratified sampling with equal allocation in selecting the respondents. The respondents of this study were the Grade 12 students of Burgos National High School who are taking up Entrepreneurship for the academic year 2023–2024, forty (40) were selected. Based on the population, ten (10) male

and ten (10) female students were taken from Grade 12 Jade, and ten (10) male and ten (10) female students from Grade 12 Peridot.

To answer the research questions, a structured questionnaire was utilized as the research instrument. The questionnaire had three parts. The first part was designed by the researcher and focused on TikTok affiliate marketing and its sub-variables: product promotion, content creation, and audience engagement. Each sub-variable included ten (10) items. These questions went through a validation process to test their reliability and appropriateness. The second part assessed entrepreneurial intention and was adopted from a study by Ahmed (2020). It had five sub-variables: attitudes toward entrepreneurial intention, subjective norms, perceived behavioral control, entrepreneurial education, and e-business acceptance (perceived usefulness). The third part was about entrepreneurial attitude and was adopted from the study by Pulka et al. (2014), consisting of three dimensions: cognitive, affective, and behavioral.

The questionnaire was evaluated by the research panel using the content validity evaluation form. Most of the criteria were rated high (4–5), indicating that the tool was appropriate, relevant, and clear. A few items received a lower score (3), which led to minor revisions. The overall validity rating was 4.54, showing that the tool was effective. After revisions, the tool underwent pilot testing for reliability. The reliability scores were excellent: TikTok affiliate utilization ($\alpha=0.982$), entrepreneurial intention ($\alpha=0.987$), and entrepreneurial attitude ($\alpha=0.958$). The final questionnaire had 70 items and was administered using Google Forms. Respondents answered using a 4-point Likert scale. The scale was interpreted as follows: 4 (3.50–4.00) Strongly Agree – Very High, 3 (2.50–3.49) Agree – High, 2 (1.50–2.49) Disagree – Low, and 1 (1.00–1.49) Strongly Disagree – Very Low.

To gather data, the researcher first sought approval from the school head to conduct the study. After getting permission, the researcher asked consent from the participants and explained the purpose of the research. The questionnaires were administered via Google Forms to the forty (40) selected Grade 12 students. The researcher met with the respondents to build rapport and made sure the instructions were clear before they answered the questionnaire. Once the responses were collected, the researcher downloaded the results from Google Forms and submitted them to a statistician for analysis. The results were analyzed using descriptive and inferential statistics. Descriptive statistics, such as mean and standard deviation, were used to determine the levels of TikTok affiliate utilization, entrepreneurial intention, and entrepreneurial attitude. Inferential statistics, specifically Pearson r , were used to test if there were significant relationships between the variables. A significance level of 0.05 was used throughout the study. All data were treated with confidentiality, and the rights and welfare of the respondents were respected at all times.

3. Results And Discussion

Table 1
Respondent's Level of TikTok Affiliate Utilization

TikTok Affiliate Utilization	Mean	Standard Deviation	Qualitative Description
Product Promotion	2.91	0.60	High
Content Creation	2.83	0.59	High
Audience Engagement	2.85	0.65	High
Overall Mean	2.86	0.59	High

The table shows that the Grade 12 students at Burgos National High School have high level of TikTok affiliate utilization, with an overall mean of 2.86. Product promotion (mean=2.91), content creation (mean=2.83), audience engagement (mean=2.85) indicates high qualitative description.

The respondents reveal a high level of product promotion, with all areas receiving a high rating, particularly in tracking the conversion rates and sales generated through their TikTok affiliate marketing efforts (mean=3.03). However, disclosing transparently their affiliate marketing relationships to their TikTok audience (2.78) could be further improved since this area received the lowest means.

Likewise, the respondents exhibit a high level for content creation. They excel in producing content that aligns with the brand image of the products or services they promote (mean=2.90). Similarly, in keeping up the latest trends in content creation to stay relevant on TikTok (mean=2.90). Yet, incorporating humor and entertainment to captivate the interest of TikTok audiences received the lowest means, suggesting that the respondents may not be fully incorporating entertainment elements such as humor for the interest of the viewers.

Audience engagement also received a high level in their TikTok affiliate. The respondents are actively engaging with their TikTok audience by responding to comments and messages (mean=2.98), which denote that they foster relationship and engagement with their audience. Despite this, areas such as running interactive contest and giveaways to boost audience engagement and actively collaborating with other TikTok creators to cross-promote content had the lowest mean (2.73).

These findings suggested that the respondents were actively participating in content creation, product promotion and audience engagement. The students viewed TikTok as more than just a social platform but also a space for entrepreneurial opportunity. In consonance with Zivkovic (2022), which emphasized that TikTok can be a gold mine for small businesses. The relatively low standard deviation of the three categories indicated that student's level of TikTok Affiliate was invariably the same.

The uses and gratification theory (UGT) claimed that people seek out media and other platforms that meet their personal needs and desire. In the case of the Grade 12 students at Burgos National High School who have high scores in product promotion, content creation and audience engagement, they view TikTok as a tool that helps them achieve entrepreneurial needs. Moreover, according to the study of Aziz et al. (2024), by creating content and promoting products, students learn about customer engagement, branding, and digital sales, which are essential components of entrepreneurship. The study found that this hands-on experience cultivates an entrepreneurial attitude and prepares students to consider entrepreneurship as a career path. Educators could integrate this useful application into their curriculum for the students to experience real world digital marketing as these are all essential to modern entrepreneurship.

Table.2.
Respondents' Level of Entrepreneurial Intention

Entrepreneurial Intentions	Mean	Standard Deviation	Qualitative Description
Attitudes Towards Entrepreneurial Intentions	2.89	0.64	High
Subjective Norms	3.00	0.66	High
Perceived Behavioral Control	2.81	0.57	High
Entrepreneurial Education	2.84	0.55	High
E-business Acceptance: Perceived Usefulness	2.93	0.56	High
Overall Mean	2.89	0.55	High

The table shows that the Grade 12 students of Burgos National High School have a high level of entrepreneurial intention, with an overall mean of 2.89. Subjective norms (mean=3.00) ranked the highest followed by e-business acceptance: perceived usefulness (mean=2.93) with a qualitative description of high. Other categories such as attitude towards entrepreneurial intentions (mean=2.89), entrepreneurial education (mean=2.84), and perceived behavioral control (mean=2.81) were all rated as high. The standard deviation of each category was relatively close which implied that respondent's entrepreneurial intention was nearly equal.

Attitude towards entrepreneurial intentions received a high qualitative description. The respondents recognize that if they had the opportunity and resources, they would like to start a firm (mean=3.00) and they would rather to be an entrepreneur than an employee (mean=3.00).

On the other hand, while still categorized as high, the lowest rated area is that they would gladly choose entrepreneurship over other career options (mean=2.75), which suggests that some respondents may still consider a career path other than entrepreneurship.

The respondents under subjective norms revealed strong social support for their entrepreneurial intentions. It is important for the respondents to know the opinion of close friends in case they start their own business venture (mean=3.08). This denotes that peer influence plays a crucial role in shaping their entrepreneurial intentions. Conversely, the lowest area pertains to having access to information that will enable them to become entrepreneurs (mean=2.95). This indicates that that some respondents need more resources to entrepreneurship related knowledge.

Respondents' response revealed that they generally have a high level of perceived behavioral control. The highest indicator is when they tried to start a business, they would have high chance of being successful (mean=2.93). This means that they perceived success when starting a business. However, starting a business and keeping it working would be easy for them (mean=2.65) has the lowest rating. Although it is classified as high, they still recognize difficulties when they start a business.

Knowledge on financial and capital management (mean=2.93) emerged as the mostly highly rated indicator of entrepreneurial education. This suggests that they feel confident in handling their financial resources when they start a business. But their marketing knowledge received the lowest rating (mean=2.75). This implies that further enhancement their knowledge in selling and promoting products is necessary to strengthen their marketing capabilities.

The e-business acceptance: perceived usefulness has a high qualitative description. They view online platform as a valuable tool for business. Specifically, they think social media helps contact costumers and build good networking (mean=3.08) as indicated with a highest rating. This highlight their recognition to online platforms as essential part of costumer connection.

These results suggested that there was a strong entrepreneurial intention among students, and they were similarly inclined to entrepreneurship, which showed a coherent pattern of entrepreneurial intentions. The five categories mentioned above could work together to shape entrepreneurial intentions.

Theory of Planned Behavior may explain the findings of the study. The behavior of a person may be influenced by factors like attitudes, subjective norms, and perceived behavioral control. Furthermore, Alkhalaileh et al. (2023) suggest that when young people engage and participate in entrepreneurial communities on TikTok, they feel more inclined to explore entrepreneurial activities themselves. This concludes that digital communities provide a sense of support and encouragement which strengthens students' intentions to pursue entrepreneurship.

Table 3
Respondents' Level of Entrepreneurial Attitude

Entrepreneurial Attitude	Mean	Standard Deviation	Qualitative Description
Cognitive	2.87	0.49	High
Affective	2.97	0.64	High
Behavioral	3.00	0.60	High
Overall Mean	2.95	0.54	High

The table shows that the behavioral (mean=3.00) category ranked the highest followed by affective (mean=2.97) and cognitive (mean=2.87) with an overall mean of 2.95 which resulted in a high qualitative description of the level of entrepreneurial attitude of the grade 12 students of Burgos National High School. The standard deviation values of affective (0.64), behavioral (0.60), and cognitive (0.49) entailed an overall standard deviation of 0.54 which shows that the data points were relatively close to each other. This suggests a low variability in the responses, indicating a cohesive pattern of entrepreneurial attitudes among the respondents.

The cognitive aspect of the respondents' entrepreneurial attitude is rated high. The respondents perceived themselves as capable in handling various entrepreneurial task. Developing business relationships (mean=2.93) and conducting feasibility study and analysis of starting a new business received (mean=2.93) the highest rating among all the indicators, suggesting strong confidence in building business connections and assessed practicality of the business. Meanwhile, in creating products that fulfil costumers' needs (mean=2.80) received the lowest mean, implying that may need further development in product innovation.

Respondents also demonstrate a high affective inclination towards entrepreneurial attitude, this means that they have a strong feeling to become an entrepreneur. Additionally, they highly regard self-employment as desirable career path (mean=3.00), slightly lower in their idea how pleasing in owning a business (mean=2.93). Even though it is rated high, this suggests that some individuals may still experience doubts or hesitation regarding the challenges they might encounter.

All three components indicated that students have a positive and consistent entrepreneurial attitude, suggesting that they are well-prepared to engage in entrepreneurial activities if given an opportunity. The study of Adebayo (2015) emphasizes how platforms with large youth audiences, like TikTok, influence entrepreneurial mindset. The young people who use TikTok to learn about entrepreneurship, product promotion, or content creation are more likely to develop an entrepreneurial attitude. The behavioral component that ranked first among the three implies students feel motivated to act towards entrepreneurship, likely influenced by their regular exposure to success stories and entrepreneurial role models on social media. Furthermore, in the study of Abun (2018) revealed that the students' entrepreneurial attitude and intention were both rated high.

A high entrepreneurial attitude of the respondents brings to light an opportunity for educational program to foster this

positive attitude towards entrepreneurship. Olanrewaju et al. (2020) argue that TikTok and similar platforms play a critical role in developing a "digital readiness" for entrepreneurship by creating a learning environment where students learn and experiment with business concepts. Educational institutions could encourage this by integrating like social media projects into curriculum, where students can create, promote, analyze to build practical skills that align with entrepreneurial success.

Table 4
Summary of Correlations among Tiktok Affiliate, Entrepreneurial Intention, and Attitude

Variables Correlated	Computed r-value	p-value	Remarks
TikTok Affiliate utilization and entrepreneurial intention	0.812	0.000	Significant
TikTok Affiliate utilization and entrepreneurial attitude	0.745	0.000	Significant
Entrepreneurial intention and entrepreneurial attitude	0.916	0.000	Significant

Table 4 shows the correlational analysis of TikTok affiliate utilization to the respondents' entrepreneurial intentions and attitudes.

TikTok affiliate utilization and entrepreneurial intention have a strong positive relationship with correlation coefficient of 0.812. This means that as respondents engage in TikTok affiliate activities like product promotion, content creation and audience engagement, their entrepreneurial intention also increase significantly. The p-value of 0.000 indicates that this correlation is statistically significant. This result suggests that the TikTok affiliate can be an effective tool in promoting entrepreneurial intention among students. According to Alkhalailah et. Al (2023), individuals who engage in entrepreneurial communities on platform such as TikTok they tend to develop and strengthen their entrepreneurial intentions and explore entrepreneurial activities. The uses and gratification theory supports these findings, that individuals use media to fulfill their personal needs and goals. For this reason, TikTok serves as a platform that meets students for entrepreneurial engagement, thus enhancing their intentions to start their own business.

The correlation coefficient of 0.745 shows a strong positive relationship between TikTok affiliate utilization and entrepreneurial attitude. The higher the engagement in TikTok affiliate activities the more positive entrepreneurial attitude among the respondents. It also confirms that this correlation is statistically significant with a p-value of 0.000. These statistics suggests that TikTok affiliate not only influences students' intention but also shape their attitude towards entrepreneurial

aspirations. By engaging in TikTok affiliate, they develop a more positive view of entrepreneurship, perceiving it as a desirable and feasible career path.

Entrepreneurial intention and entrepreneurial attitude indicate a stronger positive relationship with correlation coefficient of 0.916. This signifies that a higher entrepreneurial intention also tends to have a positive entrepreneurial attitude. The p-value of 0.000 confirms that this correlation is statistically significant. This also highlights a strong link between entrepreneurial intention and entrepreneurial attitude. Students who have a strong desire to pursue entrepreneurial ventures also have a positive attitude towards entrepreneurship. Cano et al. (2022) supports these findings, they revealed that learners who have intentions towards entrepreneurship also have a high entrepreneurial intention, and that attitude can be used as predictor for intention. The behavior of a person may be influenced by factors like attitudes, subjective norms, and perceived behavioral control. This is according to Theory of Planned Behavior. This supports the concept that education programs specifically entrepreneurship subject should focus building both entrepreneurial intention and entrepreneurial attitude to prepare students in one of the curricula exits of the department of education which is entrepreneurship.

These findings denote that TikTok affiliate utilization has a positive influence on both entrepreneurial intentions and entrepreneurial attitudes. Thus, the null hypothesis is rejected. This implies that TikTok is not just a social media platform for these students but also shapes how they perceive entrepreneurship. This relation supports the findings from the study of Aziz et al. (2024), that TikTok for content creation and affiliate marketing provides students with an informal training ground for entrepreneurship, developing their readiness for entrepreneurial ventures.

These connections indicate that TikTok affiliate could be a valuable tool for teaching entrepreneurship, helping students nurture their entrepreneurial goals. As Gesmundo et al. (2022) point out, TikTok's affiliate marketing offers students practical, hands-on experience with entrepreneurship in a low-risk way, fostering an entrepreneurial mindset. Additionally, Sutrisno and Kurniawan (2023) observe that platforms like TikTok introduce students to relatable entrepreneurial role models, sparking their interest in pursuing business ventures. Schools might take advantage of these findings by weaving the utilization of TikTok affiliate into their entrepreneurship education, offering students a guided pathway to build and refine their entrepreneurial skills to become entrepreneurs.

4. Conclusion

Premised on the significant findings presented, the following conclusion were drawn. Grade 12 students at Burgos National High School utilize TikTok affiliates at a high level for product promotion, content creation, and audience engagement, indicating their active participation and entrepreneurial engagement on the platform. Students have high level of

entrepreneurial intention, influenced by social support and the perceived usefulness of online platforms, suggesting that they are inclined towards entrepreneurship as a career path. Students exhibit high level of entrepreneurial attitude, with confidence in handling entrepreneurial tasks and a strong desire for self-employment, indicating their readiness to engage in entrepreneurial activities. Given the high correlation between TikTok affiliate utilization and entrepreneurial intentions and attitude, TikTok can be a valuable addition to educational strategies in entrepreneurship. By incorporating TikTok affiliate activities, students can gain hands-on experience in content creation, product promotion, and audience engagement.

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