



Patterns, Purposes, Influences, and Effects of ChatGPT Use among Creative Arts Students

Mohd Syuhaidi Bin Abu Bakar^{1*}, Mohd Sazili Bin Shahibi²

¹Faculty of Film, Theatre and Animation, Universiti Teknologi MARA (UiTM) Selangor Branch, Puncak Perdana Campus, 40150, Shah Alam, Selangor Darul Ehsan, Malaysia

²Student Affairs Department, Universiti Teknologi MARA, 40450, Shah Alam, Selangor Darul Ehsan, Malaysia

²Faculty of Information Science, Universiti Teknologi MARA Selangor Branch, Puncak Perdana Campus, 40150 Shah Alam, Selangor Darul Ehsan, Malaysia

*Corresponding Author

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ABSTRACT

This study investigates the patterns, purposes, influences, and effects of ChatGPT use among creative arts students particularly in the Faculty of Film, Theatre and Animation (FiTA), Universiti Teknologi MARA (UiTM), Malaysia. Data were collected from ten selected students using an online qualitative questionnaire comprising open-ended questions. The findings indicate that students' use of ChatGPT varied according to task difficulty, time constraints, and the nature of the creative challenge. Students primarily used the tool to clarify complex ideas, develop concepts, improve writing, organise tasks, and overcome creative blocks. ChatGPT was perceived to enhance efficiency, improve clarity, increase confidence, and support the development of creative ideas. At the same time, students expressed concerns about overdependence, reduced engagement with original sources, diminished originality, and uncertainty regarding authorship and the allocation of credit. Verification emerged as the central practice associated with responsible use. Students generally regarded ChatGPT-generated responses as preliminary material that required checking, revision, and comparison with reliable sources. The study concludes that responsible use of ChatGPT in creative education depends on critical thinking, effective verification practices, and a clear understanding of authorship. These findings may assist higher education institutions in developing appropriate guidelines for the use of generative artificial intelligence in creative disciplines.

Keywords: ChatGPT, generative artificial intelligence, creative education, authorship, verification

INTRODUCTION

Generative artificial intelligence (AI) has gone from a novelty to routine, with ChatGPT now a tool that many university students reach for without a second thought. Ravšelj et al. (2025), surveying 23,218 students across 109 countries and territories, found brainstorming, summarising, locating information, and drafting among the most common uses, indicating absorption into ordinary study habits. As with most surveys of its kind, that survey describes a general university population; how those habits play out inside a creative faculty is far less clear.

In the Faculty of Film, Theatre and Animation (FiTA), students across film, theatre, animation, creative industry management; and creative writing work across the divisions of conventional coursework: one assignment may require reading theory, inventing a premise, building a character, writing dialogue, and editing for rhythm before the work is staged, shot, or animated. ChatGPT can serve as an explainer, sparring partner or line editor, but it is part of a production process, not alongside it.

Their writing also poses a problem that is not so obvious elsewhere. While a lab report can be verified



against known facts, the quality of a script or a passage of stage dialog is a matter of voice, originality and authorship, so an accepted AI sentence could change both the text and the student's ownership of the work that bears their name. The study therefore addresses four related issues among FiTA students: how they use ChatGPT, why they use it, how it influences their work, and what effects they perceive on their own development. Pattern is what the student does, purpose is why, influence is the change in approach that follows, and effect is what remains after use.

Problem Statement

ChatGPT has become an ordinary condition of undergraduate study rather than an occasional aid. Ravšelj et al. (2025), across 23,218 students in 109 countries, and Mohammad et al. (2025), with 1,265 students, record routine use for brainstorming, summarising, explanation, and drafting, while Malaysian evidence points the same way: Packeer Mohamed et al. (2026) found usefulness and perceived intelligence driving usage behaviour among 384 students, and Abd Sukor and Subbarao (2025) found intention to engage shaped by convenience and perceived usefulness. Adoption, then, is settled; what students do with the tool, and what it does to them, is not.

On patterns, Petrič (2024) identified ten categories of use forming distinct user profiles and Morell-Mengual et al. (2025) classified how output is accepted, adapted, or rejected - findings that describe distributions rather than the order in which a student actually works, a gap Zakaria (2025) exposes in showing that prompt construction ranked among seven themes of difficulty for 441 Malaysian students, so that productive exchanges are reached only after unproductive ones surveys never record.

For purposes, Niloy et al. (2024), Klimova and de Campos (2024), Klimova et al. (2025), and Abd Sukor and Subbarao (2025) collectively identify academic purposes for using ChatGPT, including understanding material, generating ideas, structuring writing, saving time and supporting academic performance.

On influence, instead of adding up, the evidence contradicts. Habib et al. (2024) suggested that generative AI can support divergent thinking when purposefully guided but may also bypass the productive struggle involved in developing original ideas; Toma and Yáñez-Pérez (2024) found no aggregate decline in undergraduate creative thinking over ten weeks but wide individual variation; Annamalai et al. (2026) found that ChatGPT supported learners' autonomy and competence while also identifying concerns about inaccurate or nonsensical output. Kurniati et al. (2025), Setiawan et al. (2026), and Ahadzadeh et al. (2026) suggest why these findings need not contradict one another: students' perceptions and intended use of ChatGPT are shaped by epistemic beliefs and ethical judgements. Their findings suggest that aggregate measures may conceal differences in how students critically evaluate and rely on AI.

On effects, this is where the evidence is thinnest and the tension most pronounced. Madihah and Abu Samah (2025) report 82.9% of high-achieving Malaysian students crediting ChatGPT with aiding comprehension, while 73.4% acknowledge misuse risk; Phua et al. (2025) report that perceived academic benefits drive AI engagement, alongside concerns about data security, privacy, and over-reliance; and Zhao et al. (2025) associate reliance with loneliness. Students identify dependency and integrity risks but are not discouraged, and no research follows what remains after the assignment is turned in.

The dimensions are causally related: a purpose creates a pattern, a pattern creates an approach, and an approach creates an effect, but they are studied by different traditions that seldom cite each other. The dominant designs describe distributions and predictors, not processes. And these populations are general or language-based; none is a creative faculty, where one's originality and authorship are in question. For FiTA, two features are particularly important.

Malaysian students in creative disciplines often work bilingually, so the fluency of the standard English of the ChatGPT is an asset but also a leveling pressure on their own idiom, which is then carried into dialog, narration and character voice, where a Malaysian register is often the point. And no Malaysian studies were found in the film, theatre, animation or creative writing faculty and/or programme. Thus, there is a need to



investigate the patterns, purposes, influence and effects together, qualitatively, among FiTA students. This is what RQ1 to RQ4 set out to do.

RESEARCH OBJECTIVES

RO1: To explore the patterns of ChatGPT use among FiTA students.

RO2: To explore the purposes for which FiTA students use ChatGPT.

RO3: To examine how ChatGPT influences FiTA students.

RO4: To examine the effects of ChatGPT use on FiTA students.

RESEARCH QUESTIONS

RQ1: What are the patterns of ChatGPT use among FiTA students?

RQ2: For what purposes do FiTA students use ChatGPT?

RQ3: How does ChatGPT influence FiTA students?

RQ4: What are the effects of ChatGPT use on FiTA students?

LITERATURE REVIEW

ChatGPT in Higher Education

Commonly used for academic and personal reasons in higher education, ChatGPT has sparked debate about its value as a learning tool and how to use it responsibly. The research into university populations is a good starting point to understand its adoption but provides little insight into the creative practices of FiTA students. The surveys that established adoption (Ravšelj et al., 2025; Mohammad et al., 2025) involved broad university populations so they establish a baseline to understand FiTA students rather than describing FiTA practice.

A survey by Mohammad et al. indicated that 86.4% of the students questioned used AI in academic and personal work with varying opinions about its effect on learning and worries about academic integrity; and Xu et al. (2024), through peer interviews in China, found that this level of study had the largest impact on students' perceptions of ChatGPT, with postgraduate students having a greater awareness of its limitations and security risks. Students stressed the importance of responsible data handling and academic integrity.

Dimension One: Patterns of Use

Students use ChatGPT to ask for explanations, to produce content, and to get feedback on their writing. For students of FiTA, these activities can support different stages of creative production, but their value depends on how students frame their requests, evaluate the responses, and maintain control over their work. Petrič (2024) found that information and explanation seeking were the strongest predictors of academic performance. Problematic usage of ChatGPT was related to higher grades but lesser competencies; and Morell-Mengual et al.'s (2025) study found that 61.4% of students used AI chatbots to understand complicated ideas, time management and improve academic performance.

Students welcomed these benefits but also expressed concerns about dependence, a decline in writing and analytical skills, and inaccurate answers. For a FiTA student moving from premise to treatment to draft to revision, that sequence is the substance of the practice, and Zakaria's (2025) finding on prompt construction implies that much of it - students use Chat-GPT to help with academic tasks, to create written content, and to assist their study efforts. It helps them to understand difficult concepts, clarify information and develop ideas for their coursework.

The study, however, points out that ChatGPT's use can lead to problems such as inaccuracy, overdependence, and issues regarding academic integrity. What is requested compounds the difficulty: a



tone or a character voice is harder to specify than an explanation. Patterns are also entangled with belief, since Setiawan et al. (2026) found that ChatGPT is used to provide feedback on students' writing. Students can compare this feedback with peer feedback, cross-check information against other sources, and reflect on the reliability of AI outputs to make informed revisions.

Dimension Two: Purposes of Use

Students use ChatGPT for a variety of reasons, from academic help to emotional support. For FiTA students such purposes may also be to overcome difficulties during creative production. However, existing research gives little insight into uses beyond the conventional academic tasks. The purposes established across Bangladesh, Europe, Spain, and Malaysia (Niloy et al., 2024; Klimova & de Campos, 2024; Klimova et al., 2025; Morell-Mengual et al., 2025; Abd Sukor & Subbarao, 2025) are academic ones, which FiTA students share for their theory and coursework components. The list does not capture creative uses of it because its closed format responses do not give students the chance to report uses other than academic ones.

Zhao et al. (2025) found that through non-judgmental conversations with ChatGPT, students have been able to express their emotions, find tranquility, and increase productivity. It was emotionally supportive in the short-term and helped clarify academic work but it could displace human interaction - relevant to FiTA through the pressure of deadline-bound production work - and Xu et al. (2024) found that students used ChatGPT for academic support and assistance with learning challenges. Another purpose is specific to creative work and effectively unstudied: using the tool to break an impasse, which Habib et al. (2024) gesture toward without examining. Using ChatGPT to break a creative impasse may be particularly consequential for FiTA students pressed by production deadlines, but this purpose is underexplored and poorly encapsulated by instruments focused on academic uses.

Dimension Three: Influence

ChatGPT's influence on students involves both its capabilities and how students interpret and use its responses. Although research suggests benefits for creativity and learning, differences in students' beliefs and experiences make these effects uneven, while their implications for creative practice in FiTA remain underexplored. Current research points to possible advantages and difficulties but raises questions about how these influences affect creative practice for students in film, theatre and animation. Habib et al. (2024), Toma and Yáñez-Pérez (2024), and Annamalai et al. (2026) suggest that ChatGPT can support creative thinking, language development and independent learning, but these benefits do not apply equally to all. Most students showed gains in creativity and improvements in support for grammar, writing and conversation. Some students experienced decreases in creativity or creative confidence. The mixed results and inaccurate answers from AI underscore the importance of educator guidance, critical evaluation, and continuous human interaction.

Kurniati et al. (2025) found that students with higher levels of empathy had more positive perceptions of ChatGPT. This relationship was also influenced by their beliefs about online knowledge, but only in the case of Indonesian students. Findings suggest that empathy and critical thinking can facilitate the responsible use of ChatGPT for academic writing; and Setiawan et al. (2026) found that students' online knowledge beliefs were found to influence their judgment of the AI feedback, but their writing motivation and confidence did not directly influence the perceived usefulness of the AI feedback. This suggests the need to teach students how to verify sources, compare AI and peer feedback and assess the credibility of AI responses.

Two limits matter for the present study. None of this work was conducted in a film, theatre, or animation faculty, and the creativity measured by Habib et al. and by Toma and Yáñez-Pérez was assessed with general instruments rather than through graded creative production, so these studies inform the mechanism at work in FiTA without describing its setting. In this reading influence is not a property of ChatGPT, but of the encounter between a tool and a student who brings beliefs - an argument for a method that keeps individual cases intact.

Dimension Four: Effects

The effects of ChatGPT may go beyond academic performance to students' confidence, social relationships, and sense of authorship. For FiTA students, there is a need to attend to the effects of the tool as it pertains to the facilitation of collaboration and individual creative expression which are still under-explored in the existing research. Research on mixed experiences points to both positive and negative effects, but little is known about how these effects occur in the setting of creative education. For students in FiTA, this raises questions of how ChatGPT will impact the collaborative processes and individual expression central to their work. In Madijah and Abu Samah (2025) and Phua et al. (2025), students see ChatGPT and other AI tools as useful for understanding challenging subjects, completing assignments, increasing efficiency, and enabling individualized learning.

But these benefits are accompanied by worries about wrong answers, cheating, privacy and data security. Over-dependence can also inhibit the development of critical thinking and problem-solving skills. Zhao et al.'s (2025) association between reliance and loneliness is the only located evidence that effects may extend beyond the academic into the social, a possibility deserving attention in FiTA, where much creative work is developed collaboratively in studios, rehearsal rooms, and production teams.

The effects of AI use among students in the academic setting as identified by Zakaria (2025) are inaccurate or skewed academic information, overreliance on AI to learn and perform academic tasks, concerns over plagiarism and academic integrity, diminished independent thought, emotional or cognitive effects, and unequal access to AI tools. The effects on creative voice remain unaddressed. Language learning has measures of proficiency, and technology research has measures of acceptance, but there is no equivalent for the creative and screen-based work produced in a faculty such as FiTA.

Reading the Four Dimensions Against One Another

When reading the four dimensions against each other, it shows how the use of ChatGPT links students' practices, intentions, experiences and outcomes. Patterns describe how students use the tool; purposes explain what they hope to achieve. Influence concerns how these interactions alter thinking and creative decisions, while effects are about the benefits and difficulties that flow from them. These might not fit relying on ChatGPT to help you get through a creative block might help you make progress but undermine confidence in your own work. For FiTA students, exploring these relationships helps make sense of how similar uses can yield different outcomes depending on individual judgment, creative demands and the context of collaborative production.

CONCEPTUAL FRAMEWORK

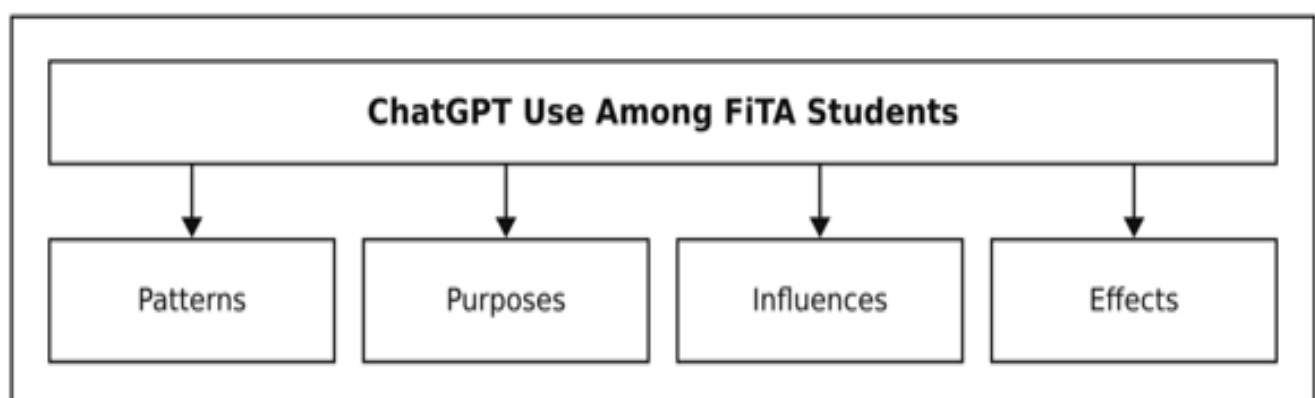


Figure 1.0: The Conceptual Framework of the Study

The conceptual framework includes patterns, purposes, influences and effects to study the use of ChatGPT

by FiTA students. The literature reviewed suggests academic benefits as well as concerns of dependence, misinformation and decreased independent thinking but little insight on creative production. Patterns and purposes explain why and how students use ChatGPT, and influence and effects explain how these interfaces affect creative judgments and perceived outcomes. Treating the dimensions as interrelated allows the investigation of differences between students' intentions and experiences without presuming causal relationships. This framework fills in the gaps in creative voice, authorship and collaboration in the specific context of film, theatre and animation.

METHODOLOGY

Research Design, Informants and Sampling

Qualitative descriptive design was used in this study using online qualitative questionnaire. Qualitative questionnaires delivered online provide participants with the opportunity to give detailed written responses to open-ended questions and can generate rich qualitative data for thematic analysis (Braun et al., 2021). Ten students from the FiTA were selected by purposive sampling to enable variation in the program of study within the faculty, year of study and self-reported intensity of use, since a weekly and a daily user described different processes, as did a student developing an animation scenario and one preparing a stage script. Inclusion criteria were: current enrollment in the Faculty of Film, Theatre and Animation (FiTA), aged 18 or over, previous use of ChatGPT for coursework, willingness to complete an online qualitative questionnaire and ability to provide informed consent.

The selection of ten was not random. Hennink and Kaiser (2022) in their review of 23 empirical tests of saturation found saturation occurred within a narrow range from 9 to 17 interviews, with the lower end typical for homogeneous populations and narrow study aims. Here both conditions were met: informants were drawn from a single faculty and institution, sharing the experience of producing assessed creative work, and aims were limited to four defined domains, with variation sought across FiTA programs within that shared condition.

The sample size was guided by the work of Hennink and Kaiser (2022) on saturation in relatively homogenous qualitative samples. The researchers reviewed the emerging codes and themes across the dataset after the analysis of the ten responses, to see if there was adequate coverage of the four research dimensions in the data. The final dataset displayed repeated patterns across the informants and contained no significant thematic gaps that would necessitate further recruitment.

Data Collection

Data were collected using an online qualitative questionnaire administered through Google Forms, comprising open-ended questions in Bahasa Malaysia. This approach was adopted following Braun et al. (2021), who recognise online qualitative surveys as a flexible method for generating rich textual data within qualitative research. Participants were informed of the aims of the study and that participation was voluntary at the beginning of the Google Form. They were assured of the confidentiality and anonymity of their responses, informed of their right to withdraw from the study and asked for their informed consent before responding to the questionnaire. Informants answered open-ended questions about their patterns, purposes, influences, and perceived effects of using ChatGPT in their FiTA coursework. Informants were asked to describe one recent assignment and how they had used ChatGPT during its development.

The written responses resulted in a total corpus of about 3,783 words across the ten informants, with an average of about 378 words per informant across the four research questions (range = 142–833 words). Their written responses provided insight into the ways that use of ChatGPT was related to demands of their creative and academic work. Responses were translated from Bahasa Malaysia into English for the purpose of analysis. During the analysis, the English translations were cross checked with the original Bahasa Malaysia responses to ensure the intended meaning was maintained, especially for clarity of meaning or context. The online qualitative questionnaire was structured around four main open-ended questions aligned

with the four research questions, as presented in Table 1.

Table 1.0 Main Open-Ended Questions Used in the Online Qualitative Questionnaire

Research Question	Main Open-Ended Question
RQ1: Patterns of ChatGPT Use	Boleh anda terangkan bagaimana anda biasanya menggunakan ChatGPT dalam pengajian anda, termasuk kekerapan penggunaan, jenis tugas yang dibantu, bila anda menggunakannya dalam proses penulisan, bagaimana anda membina dan memperhalusi prompt, apa yang anda lakukan dengan respons yang diterima, dan bagaimana ChatGPT menjadi sebahagian daripada keseluruhan aliran kerja akademik anda di FiTA?
RQ2: Purposes of ChatGPT Use	Apakah tujuan utama anda menggunakan ChatGPT dalam pengajian anda, khususnya untuk memahami konsep, mengembangkan idea, membantu proses penulisan, menangani kesukaran, mengurus masa dan tugas, serta meningkatkan keyakinan atau kebolehan untuk belajar secara lebih berdikari?
RQ3: Influence of ChatGPT Use	Dalam cara apakah ChatGPT mempengaruhi pengalaman anda sebagai pelajar FiTA, terutamanya dalam cara anda mengendalikan tugas, mengembangkan idea, meningkatkan kemahiran menulis, mendekati kreativiti dan keaslian, berfikir secara kritis, membuat keputusan, serta bekerja dengan lebih yakin dan berdikari?
RQ4: Effects of ChatGPT Use	Bagaimanakah penggunaan ChatGPT memberi kesan terhadap perkembangan anda sebagai pelajar FiTA, termasuk amalan pembelajaran dan penulisan, kualiti hasil kreatif, cabaran yang dihadapi, perkembangan diri, suara kreatif, pemikiran kritis dan penyelesaian masalah, perkembangan akademik dan peribadi, serta kesediaan untuk pengajian atau pekerjaan profesional pada masa hadapan?

Data Analysis

Written responses were analyzed using thematic analysis. The translated responses were read multiple times for familiarization with the data. Codes relevant to ideas about informants' patterns, purposes, influences, and effects of using ChatGPT in their FiTA coursework were extracted. The coding was guided by the research questions but incorporated other ideas that emerged from the responses. The related codes were clustered into potential themes. Both authors examined the open-ended questions and emerging themes to ensure that the thematic structure corresponded with the research questions and accurately represented the responses of the informants. Any differences of interpretation were discussed and agreed. The responses were cross-checked to confirm that these themes reflected the informants' accounts. Where necessary, original responses in Bahasa Malaysia were referred to for clarification of meaning. Each theme was then clearly named and defined. Selected extracts were used to underpin the findings and demonstrate how informants used ChatGPT in their creative and academic work.'

Trustworthiness of the Study

Trustworthiness was achieved through repeated reading of the responses, checking themes against the informants' accounts and referring to the original Bahasa Malaysia responses when clarification was needed. The two authors reviewed the emerging themes and the open-ended questions. These procedures supported credibility, reliability, confirmability and transferability of findings.

FINDINGS OF THE STUDY

The following findings are based on written responses from ten informants to an online qualitative questionnaire administered in Bahasa Malaysia. The responses were translated into English, while retaining the original meaning and context. The findings are organized along the research objectives, namely the patterns, purposes, influences and effects of ChatGPT use in FiTA coursework. Subthemes were developed within these areas through thematic analysis of the informants' accounts. Selected excerpts illustrate these

subthemes as well as similarities and differences in the informants' experiences, especially in how they used ChatGPT to facilitate the development of creative and academic assignments.

RO1 Patterns of ChatGPT Use

Use Frequency and Triggers

It is not a uniform frequency of use, but a continuum. The most saturated pattern in the dataset was the use of

ChatGPT in every assignment, as reported by Informant 2. Frequent use was reported by Informants 3 and 7 as well. Conversely, Informant 4 estimated using ChatGPT several times a week, and for the rest of the informants, usage was described as depending on the difficulty of a task rather than a regular routine. The frequency of use depended on the extent to which ideas could be independently produced, as stated by Informant 7. This conditional pattern was also found in Informant 8, who consulted the tool when having trouble to fully understand an assignment question given by the lecturer. In contrast, Informant 9 restricted help from AI to issues with philosophical content. So, the application was calibrated to perceived need rather than applied across all tasks.

Prompting and Verification Practices

Prompting was uniformly described as an iterative, self-taught process. Informant 2 said that if the first response was not what they wanted, they would give more detailed instructions or explanations, a reactive strategy also used by Informant 4. Informant 7, however, anchored the prompts to the subject and primary objective from the outset. The most consistent finding was that students regarded ChatGPT-generated responses as preliminary material that required evaluation before use. Informant 2 did not take up all responses immediately provided by the tool, which was also the case for Informants 3 and 4.

Informant 4 saw that:

“ChatGPT is a tool that helps you study, not a replacement of personal work completely.”

Informant 6 described the most rigorous practice of cross checking every suggestion with legitimate academic sources including journals, books and material provided by lecturers. Verification was the only common pattern across the whole cohort, with no informant describing accepting the output of the ChatGPT without examination.

RO2 Purposes of ChatGPT Use

Understanding and Generating Ideas

The data suggest two major purposes. The first is to understand the concept. Informant 1 used the tool to help understand concepts and theories that were difficult to understand. Informant 8 reported similar benefits in trying to understand complex theoretical concepts, technical writing and media terminology. The best example of this was Informant 9 who uploaded hard articles so that key points could be extracted. Conversely, Informant 7 acquired comprehension via triangulation rather than substitution, reading previous journal articles in addition to using ChatGPT.

Secondly, idea development, which was identified as especially important by Informants 2, 5, 7 and 8. Idea development was one of the key reasons for ChatGPT usage, as stated by informant 8: Some informants elaborated on existing ideas rather than generating them from scratch. For example, Informant 9 uploaded personally written essay paragraphs to develop into a more academic form. Its purpose was therefore augmentative, not generative.

Time Management and Self Esteem Language Support

Another set of purposes are related to language and workload. Informant 2 used the tool to arrange sentences



to be easier and clearer to understand. Informant 9 used ChatGPT to make written sentences more formal, saying she preferred to write assignments in English. Informants 4, 5, 6 and 9 talked about time pressure. Library research was still appropriate when there was enough time, according to informant 6, but when there were time constraints, ChatGPT was used first to get a direction for further searching. Confidence was a similar close purpose. Informant 4 reported more confidence in learning independently and this was consistent with Informant 5.

RO3 the Influence of ChatGPT

Creative Unblocking and Organizing Tasks

All the informants have suggested that the tool has changed the way they treat workload. Informant 1 connected its use to more efficient organization of assignments. Informant 10 mentioned also that there are ways to do the work in a more organized and faster way. ChatGPT was used by Informant 8 to decompose large or abstract scopes of assignments into systematic steps. A related influence related to situations when progress had stalled. Informant 2 used the tool when they were “stuck” on work, and Informant 6 used the tool when they were “blocked” or burned out. In contrast, Informant 1 mentioned a competitive reaction to ChatGPT, which led to the creation of ideas that could compete with and outperform the ideas generated by the tool.

Writing Skill and Critical Judgment A Question of Opinion

Writing improvement was commonly reported by informants, though the mechanism varied. Informant 2, 3, and 10 benefited from clearer arrangement of sentences, while Informant 9 examined each answer before applying it. This subtheme had the greatest level of disagreement in the dataset. Most informants considered critical engagement as verification itself. Informant 4 said that using ChatGPT required critical thinking, by checking and rechecking the answers that it gave, and this was also said by Informants 3 and 10. In contrast, Informant 6 denied the notion that the creativity and originality were augmented by the use of the AI, stating that these attributes were cultivated by the individual through personal experience, thought and ways of seeing things. Its impact on higher-order thinking was therefore more contested than accepted.

RO4 the Effects of ChatGPT Use

Creative Quality and Practice Effects

Informants reported long-term changes in their learning and writing practices. The use of the AI helped them to write more organized and higher quality text, said Informant 9, who was also supported by Informant 10. But the effects on creative quality went in two directions. Informant 3 and Informant 10 indicated better idea quality. Informant 10 mentioned that inspiration got from the tool was reworked to increase its originality, whereas Informant 1 said that:

“ChatGPT encourages you to challenge yourself to create creative writing of better quality than that generated by the tool”.

Informant 7, however, warned that excessive reliance on such services might lead to assignments that did not meet the standards of quality and originality. Quality was therefore a function of the degree of dependency.

Dependency Authenticity and Professional Preparedness

One informant identified a specific behavioral cost. Informant 5 admitted that the extraction of the main points of articles or scholarly materials decreased the motivation to read those materials in full. Conversely, Informants 4, 7 and 10 pointed to over reliance as a risk of using ChatGPT.

According to Informant 7, the tool is useful if you do not rely solely on it. The longest critique was expounded by Informant 6, who questioned whether work could still be deemed a product of human creativity if all ideas, thinking process and the result were created entirely by artificial intelligence.

Likewise, Informant 9 maintained this boundary by stating that writing produced by artificial intelligence did not possess the human qualities needed for creative work. These caveats notwithstanding informants found their practices useful vocationally. Supporting tool Informant 1 linked this to learning how to use artificial intelligence technology in a responsible manner. Readiness was not simply fluency in the use of the tool, but the ability to remain the author of the work that it supported.

Findings Framework of the Study

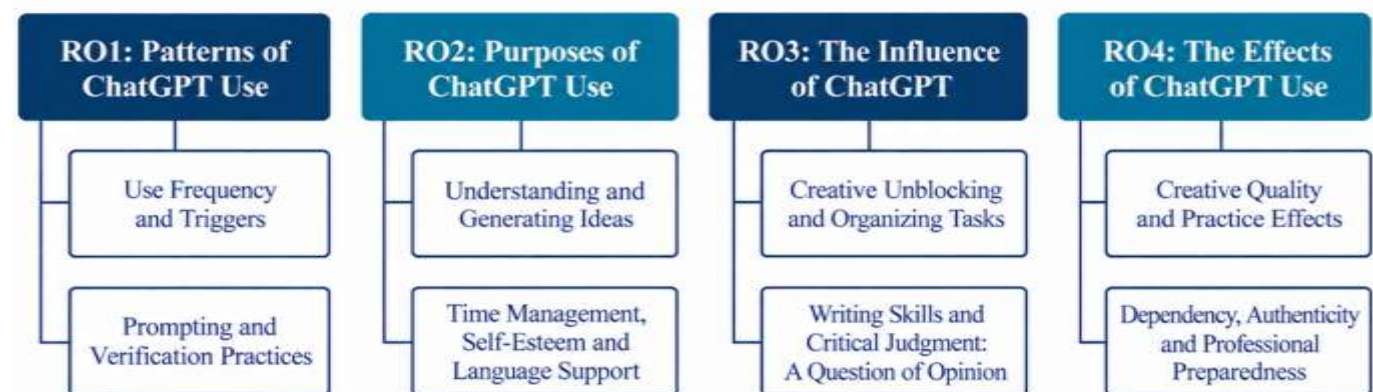


Figure 2.0: Findings Framework of The Study

Analysis of the ten qualitative questionnaire responses produced eight themes distributed across the four research objectives. Under patterns of use, the themes of frequency and triggers and of prompting and verification described a tool reached for according to task difficulty and treated as provisional from the outset. Under purposes, the themes of understanding and ideas and of language, time and confidence showed the tool serving comprehension and expression rather than origination. Under influence, unblocking and organising sat alongside writing and critical judgment, the latter carrying the clearest disagreement in the dataset over whether verification constitutes genuine critical engagement. Under effects, creative quality and dependency and authorship revealed benefits and risks running in the same direction, differing only by degree of reliance. Read together, these themes converge on verification as the practice through which the informants keep ChatGPT a source of provisional material rather than finished work.

CONCLUSIONS OF THE STUDY

This study aimed to understand the patterns, purposes, influences and effects of ChatGPT use among FiTA students through an online qualitative questionnaire comprising open-ended questions completed by ten informants. Overall, the findings describe a cohort that has integrated the tool into its academic practice without sacrificing authorship of the work that practice produces. What emerges is neither the uncritical adoption often assumed in public commentary nor the outright resistance sometimes expressed in institutional policy but a more measured and self-aware negotiation between assistance and ownership.

Regarding the first research objective, use can best be described as a continuum rather than a routine. Access ranged from nearly constant engagement to purely task-dependent, with the difficulty of the task at hand as the determining factor, not habit. The prompting was iterative and largely self-taught, learned through trial rather than instruction, and the output was always treated as provisional. The only practice common to the entire cohort was verification, as cross-checking was evident in every account.

Purpose was the second research objective. The informants converged on two functions here. This enabled



the tool to be used to unpack theory and unfamiliar terminology and extend ideas that the students already had. This places the role of the tool as augmentative rather than generative, the originating idea was still theirs. It was also used to make clearer and more formal sentences and to provide a direction to begin under time pressure, which several informants related to more confidence when working on their own.

The third research objective revealed the most obvious division in the data. Some informants mentioned a faster and smoother workflow and a way out of stalled progress or creative exhaustion. But on the question of writing and critical judgment, the group was split. Some consider the verification process to be real critical engagement because checking outputs made them reflect about it in relation to what they knew. Others rejected this reading, saying that originality is a trait of the person and cannot be retrieved from the correction of machine-generated text. It is a real disagreement, and it should be preserved and not artificially resolved.

The fourth research objective suggested that the effects are two-way. Reworked inspiration was reported to improve quality of creative output, and excessive reliance was reported to reduce quality, indicating that quality is a function of degree of reliance, rather than fact of use. Alongside this, informants talked about reduced motivation to read sources in full, over-reliance and questions about the authenticity of assisted work as real risks, even when considering competence with the tool as vocationally useful.

The findings also re-engage with the three gaps identified in this study: creative voice, authorship and collaboration. Creative voice is strongly related to students' ability to keep being original when facing AI suggestions, while authorship is based on the maintenance of human agency over ideas, decisions and final outputs. However, collaboration was less evident in the informants' accounts, suggesting that ChatGPT was used mainly as an individual support tool, rather than in collaborative creative practice. This implies that collaboration is an area which needs more research in creative education.

These conclusions are drawn from ten informants in one faculty and not intended as generalizable claims. It is the depth and specificity of the accounts that gives them value, not the breadth. Future research could build on these findings through direct observation of studio or production-based work, analysis of creative scripts pre and post ChatGPT assistance, and cross-program comparisons across film, theatre, animation, creative industry management, and creative writing. These approaches would help move beyond self-reported perceptions and provide stronger evidence for the impact of generative AI on creative processes and outputs.

Implications for Creative Arts Education

The findings have three practical implications for the education of creative arts. First, students need to be taught how to design and improve effective prompts, so they actively and purposefully use ChatGPT, rather than passively accept its responses. Prompting should therefore be thought of as within the remit of digital and AI literacy, particularly in creative disciplines where the quality of interaction with the tool could affect the development of ideas, writing and problem-solving. Second, verification and triangulation should be built into teaching practice, demanding students to cross-check AI-generated information with academic sources, course materials and other credible references. This is especially important because ChatGPT answers may be inaccurate, incomplete, or overly general. Teaching students to analyze and contrast content produced by AI can also help develop critical thinking skills and reduce overreliance on the tool. Third, institutions should establish clear rules for disclosing AI assistance to ensure transparency regarding authorship, creative ownership and the extent of AI involvement. In creative arts education, where assessment values originality, personal voice and individual creative decisions, students need to be able to differentiate between acceptable assistance supported by AI and reliance that could compromise authorship. Guidelines like these could help students responsibly use generative AI while still maintaining meaningful control over their own creative work.

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