

WRITING Motivation, CHATGPT Usage, and Creative Writing Skills among HUMSS STUDENTS

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ABSTRACT

This study explored the influence of writing motivation and ChatGPT usage on the creative writing skills of Grade 12 Humanities and Social Sciences (HUMSS) students in three private schools in Digos City, Davao del Sur. The respondents were 250 HUMSS students selected through stratified random sampling during the school year 2024-2025. This study employed a descriptive-correlational design. Mean, standard deviation, Pearson r , and regression analysis were the statistical tools used to analyze the data. Findings revealed that students exhibited a high level of writing motivation, primarily driven by intrinsic and extrinsic factors and self-regulation. ChatGPT usage was also at a high level, particularly in its role as a writing aid and task support. Meanwhile, students demonstrated a moderate to high level of creative writing skills. A significant positive relationship was found between writing motivation and creative writing skills. At the same time, ChatGPT usage showed a mixed influence—offering support and risks, particularly in students' originality and critical thinking. Multiple regression analysis indicated that writing motivation had a more substantial influence on creative writing skills than ChatGPT usage.

KEYWORDS: *Education, ChatGPT usage, creative writing skills, HUMSS students, Philippines.*

INTRODUCTION

Creative writing skills are defined as the capacity to convey ideas, thoughts, and emotions through various narrative forms, including fiction, poetry, and short stories (Fitria, 2023). As part of the K-12 Basic Education Curriculum, Humanities and Social Sciences (HUMSS) students are required to study Creative Writing as a specialized subject in their academic strand. This means that students need to write creative paragraphs with the use of symbolism, sensory images, and many others. However, many students are not adept at expressing their thoughts due to their limited vocabulary, inconsistent grammar, and lack of practice in writing (Febriana et al., 2023). According to Dafit (2023)

and Komariyah (2024), students view creative writing as a challenging subject as they struggle to generate ideas. This is evident when students cannot come up with anything to write about. Additionally, this often leads to hinder their ability to produce short stories and poems.

The situations mentioned above are prevalent in the global context. For instance, in the United Kingdom, Boscolo (2023) stated that writing is cognitively demanding, requiring students to generate new ideas, language, and emotions all at once. In the context of creative writing, this demand is heightened by the need for originality, narrative coherence, and emotional expression, reducing students' motivation to write. Meanwhile, Dewi et al. (2022) mentioned that Indonesian students faced numerous challenges in writing short fiction. They have reported that students had difficulty in deciding the theme and developing the story. Moreover, the students do not know how to organize and manage their ideas very well (Aulia, 2024; Uswar & Andriani, 2024). Ultimately, Pratiwi (2024) pointed out that 69% of students have experienced difficulty in developing an exciting story. This means that many students struggle to create a compelling plot in their written stories.

In the Philippines, Paragas and Francisco (2024) pointed out the weak underlying written skills of students in Pangasinan. They have found that 85% of students scored badly in creative writing skills. It was also reported that students struggle to organize their thoughts, especially when expressing themselves. Furthermore, in Cagayan de Oro City, Tabor-Farjani (2024) highlighted the students' poor writing performance. The findings emphasized that teachers found it difficult to motivate students and lacked effective techniques to spark interest and maintain their attention.

In the local context, HUMSS students are required to take the specialized subject – Creative Writing. This allows the students to develop their creative expression and storytelling techniques. More so, this subject requires them to competently produce write-ups such as poems, short stories, and memoirs. However, the researcher has observed that students' responses and outputs were not at a satisfactory level due to a lack of students' interest and creativity. It can be observed that students' outputs were only made for the sake of submission which shows incompetence of command of language and creative skills. In addition, many students were found to exhibit a lack of enthusiasm, have low self-esteem, and often doubt their abilities.

With the above issues, language experts have studied possible variables that affect students' creative writing skills. On the one hand, students' motivation is a factor that could increase their determination and interest in writing (Abdallah et al., 2023). However, recent research highlights that motivation is not solely an internal trait but is significantly influenced by the learning environment. For instance, Myhill et al. (2023) reported that many students often lose motivation to write due to uninspiring instructional methods and unsupportive classroom environments. Likewise, Aziz (2023), pointed out that creative writing can be improved through engaging instructional approaches that ignite students' interest and drive. In connection, Hung (2024) indicated that motivation and creative writing were positively correlated. Thus, the researcher wants to explore how both intrinsic and extrinsic motivation influence students' creative writing skills.

On the other hand, technological advancements—particularly in artificial intelligence (AI)—have shown promising potential in enhancing students' writing quality (Rahmadani, 2022). One notable example is the use of ChatGPT. In India, Mahapatra (2024) found that students' writing skills significantly improved through the use of ChatGPT, especially in areas such as idea generation, organization, vocabulary selection, and grammatical accuracy. Similarly, Aglibot et al. (2024) reported that the tool positively impacted students in General Santos City by assisting them in drafting and revising their texts. Undoubtedly, the use of these tools has increased in recent years, and the researcher wants to discover how it may influence students' creative writing skills.

Statement of the Problem

1. What is the level of writing motivation among HUMSS students, in terms of intrinsic, extrinsic, and self-regulation?
2. What is the level of ChatGPT usage among HUMSS students, in terms of academic writing aid, academic task support, and reliance and trust?
3. What is the level of creative writing skills among HUMSS students, in terms of content, organization, and voice?
4. Is there a significant relationship between writing motivation and creative writing skills; and ChatGPT usage and creative writing skills?
5. Do writing motivation and ChatGPT usage significantly influence the creative writing skills among HUMSS students?

METHODOLOGY

Research Design. This study employed a quantitative research methodology, specifically the descriptive correlational design. Midgley et al. (2024) define quantitative design as a way of collecting number-based data using surveys, questionnaires, or statistical tools. Moreover, descriptive study was also used in this study. This method allowed the researcher to explore students' motivation for writing, how they use ChatGPT, and their skills in creative writing.

Furthermore, a correlational design was employed in this study. This sought to measure and analyze the relationship among the defined variables. This study used a quantitative descriptive-correlational design as it was a method that investigated the interaction and relationship among the variables. This design was appropriate because the study attempted to explain the significant connection between the independent and dependent variables.

Research Locale. The researcher conducted his study in Digos City, Davao del Sur. Three private schools in this locality were chosen and assigned with the initials A, B, and C for confidentiality purposes.

Research Respondents. The researcher used the Raosoft calculator to calculate the sample size of this study. More so, a recommendation of 250 respondents were chosen based on a 5 percent margin of error and a 95% confidence level. The students who were selected as respondents met the following inclusion criteria: must be a HUMSS student with creative writing subject, must be enrolled in a private school in Digos City, must have engaged into writing short stories, must have used or be exposed to ChatGPT, and must be part of the heterogenous class.

On the contrary, the students were excluded from the study based on these conditions: not a HUMSS student and have not enrolled in creative writing subject, not enrolled in a private school in Digos City, have not engaged in writing short stories, have not used or been exposed to ChatGPT, and students who are part of a homogeneous and or honor class.

The researcher used stratified random sampling to divide the population into strata. Each stratum only consists of grade 12 HUMSS students who have undertaken creative writing subject. Furthermore, school A had 46 respondents,

school B consisted of 38 respondents, and school C had 166 respondents. Lastly, the researcher performed random sampling for each stratum which involves random selection of participants.

Statistical Tools. The scores of the subjects were tallied and recorded accordingly. The statistical tools were the following:

Mean. Mean score was used to measure the level of writing motivation, ChatGPT usage, and creative writing skills of HUMSS students. Standard Deviation. This was used to find out the typicality of responses of the respondents.

Pearson r. This was used to measure the significant relationship of writing motivation to students' creative writing skills and students' ChatGPT usage to their creative writing skills.

Multiple Linear Regression. This was used to measure the significant influence of writing motivation and ChatGPT usage towards students' creative writing skills.

Data Gathering Procedure. The researcher sought permission from the Dean of the Graduate School to conduct the study. Afterwards, an ethical clearance was obtained from the Research Ethics Committee (REC) to ensure ethical standards. Once the approval was secured, the researcher had the instrument validated by three experts, followed by a pilot testing.

Next, the researcher formally requested a permission from the Principal of the Senior High School Department of the schools where the study was conducted. Upon receiving school approval, the researcher provided the respondents and their parents ample time to read and sign the Informed Consent Form (ICF), which outlines the study's objectives, procedures, and ethical guidelines. Before administering the survey, the researcher had oriented the participants about the study and address any questions.

Afterwards, the researcher administered two separate sessions for answering the survey questionnaires and writing a short story. The first session covered the completion of the questionnaires, after which the respondents were given time to take a break. The second session involved writing a short story of 200-300 words. The researcher ensure that participants were given a time allotment of two (2) hours to generate ideas, draft, edit, and finalize their written pieces.

RESULTS AND DISCUSSION

Level of Writing Motivation among HUMSS students

Table 1 presents the level of writing motivation among HUMSS students in Digos City, Davao del Sur. Writing motivation has three indicators, namely, intrinsic, extrinsic, and self-regulation motivation. The overall mean of students’ writing motivation is 3.53 which is described as high. This means that students generally exhibit a strong motivation to write, which are influenced by various factors such as personal interest, external rewards or recognition, and their ability to manage emotions through writing. In addition, the overall standard deviation is 0.69, which shows that the respondents’ ratings are relatively close with the average, suggesting consistency in their perceptions of writing motivation.

These findings support the study of Wibawa et al. (2022), which reported that students’ writing motivation was high, indicating that students often exhibit strong motivation in their writing tasks. Similarly, Süğümlü et al. (2024) emphasized that motivated students engage more actively in writing tasks, and seek continuous progress in their work. However, these findings challenge the conclusion of Shen et al. (2024), who reported that students’ writing motivation was only at a medium level.

Among the indicators of writing motivation, intrinsic writing motivation, had the highest category mean of 3.67, which is described as high which means it is oftentimes manifested. The item mean rating ranges from 3.50 to 3.77. On the one hand, the item writing to explore topics that genuinely interest me has the highest mean of 3.77 which is described as high and this means that students are more motivated to write about topics that capture their personal interest. The findings are congruent with the study of Alzubi and Nazim (2024), where students exhibited higher intrinsic motivation, when they were given the opportunity to choose topics based on their personal interest. This means that autonomy in topic selection can build a deeper and more personal connection to their writing tasks. Moreover, Al-Shboul et al. (2023) indicated that when students select their own writing topics, they gain the freedom to explore various themes and styles.

However, the findings contradict those of Neisi et al. (2024), who found that teachers-assigned topics influenced students' writing tasks. This is evident when teachers assign topics that challenge students to engage with unfamiliar themes. Moreover, this can also increase students' exposure to diverse subjects beyond their interests.

On the other hand, the item enjoying writing because it allows me to reflect deeply on specific topics has the lowest mean of 3.50 which is described as high and this means that students generally find writing to be an enjoyable activity that provides them with an opportunity for deep reflection on particular subjects. These results magnify the claim of Sudirman et al. (2025), highlighting that students enjoy writing task such as journal and poetry writing. More so, they concluded that reflective journal writing enables students to critically examine their thoughts and experiences. With this, students can achieve significant personal and intellectual growth.

Self-regulation motivation had the lowest category mean of 3.33, which is described as moderate which means it is sometimes manifested. The item mean rating ranges from 3.09 to 3.49. On the one hand, the item writing because it makes me feel better has the highest mean of 3.49 which is described as high and this means that students find writing to be an emotional outlet that enhances their well-being. Furthermore, it can be implied in this item that writing activities can be perceived as a satisfying or fulfilling activity. The findings of this study affirm the study of Rocha et al. (2024) on the premise that writing helps people handle their emotions. The study reported that When students write, it gives them a way to express their feelings and sort through them. This process can make them feel more relaxed and calmer. More so, both Boggio et al. (2024) and Mohamed et al. (2023), emphasized on their study that expressive writing can aid students to reassess their emotions, which can lead to reduce negative emotional responses such as stress and anxiety.

Meanwhile, the item writing because there is nothing better to do has the lowest mean of 3.09 which is described as moderate. This means that students are sometimes motivated by the lack of alternative things to do. The results of this study are consistent with ZeiBig's (2023) findings, which stated that students may write out of boredom when they perceive a task which are irrelevant or uninteresting for them. In addition, she also highlighted that students were often observed resorting to writing out of mere necessity rather than genuine interest.

Level of ChatGPT Usage among HUMSS Students

Table 2 presents the level of ChatGPT usage among HUMSS students in Digos City, Davao del Sur. This variable has three indicators, namely, academic writing aid, academic task support, and reliance and trust. The overall mean of students' ChatGPT usage is 3.72 which is described as high. This means that students generally use ChatGPT often times in their academic tasks, particularly in their writing endeavors. In addition, the overall standard deviation is 0.68, which indicates that students' usage levels are relatively close to the mean, showing consistency in how frequently they use ChatGPT.

These findings support the study of Ngo (2023), which reported that students favorably utilize ChatGPT in school to maximize their time in writing. This is evident when students use the tool to generate ideas which make the writing process less time-consuming. More so, Tiwari et al. (2023) pointed out that students perceive the use of ChatGPT positively, as they view it as beneficial in diverse academic contexts.

According to their findings, students use ChatGPT for several reasons such as providing information in various areas, providing personalized tutoring and feedback, and stimulating ideas during the writing process.

The first indicator, academic writing aid had the highest category mean of 3.76, which is described as high which means students oftentimes use it as an aid for their writing tasks. The item mean rating ranges from 3.59 to 3.94. On the one hand, the item using ChatGPT to paraphrase complex concepts, which helps me better understand them for my creative writing tasks has the highest mean of 3.94 which is described as high and this means that students generally use ChatGPT to paraphrase and simplify complex ideas, which makes them easier to incorporate into their own creative writing. Furthermore, it can be implied that students use ChatGPT as a writing assistant that can be best used to generate ideas, and simplify difficult concepts for better comprehension. The result of this study affirms the idea of Arbi (2024) which highlighted the role of ChatGPT in writing enhancement. It was mentioned that the tool can help the users understand complex ideas by paraphrasing and simplifying them. In addition, the tool can be of great help for struggling writers to enhance their comprehension as it allows them to express their ideas more clearly.

Meanwhile, the item using ChatGPT to draft initial versions of my writing, which I then edit and finalize to reflect my own voice and style has the lowest mean of 3.59 which is described as high. This means that students use the tool primarily to assist them in the initial stages of writing, which they then personalize to try to add and reflect their own voice in writing. The findings are congruent with Elkatmış (2024) which reported that ChatGPT may also aid writers in drafting initial versions of their written tasks. Nasution et al. (2024) also emphasized that the tool can be a source of inspiration, which can enrich writers' minds by producing fresh and creative concepts. However, the result of this study negates the idea of Fiialka et al. (2024), on the potential risk of the tool's generic ideas that may lack originality. According to them, ChatGPT might offer ideas that are too common or predictable, reducing the creativity and unique perspectives in writing.

The second indicator, academic task support obtained the lowest category mean of 3.67, which is described as high which means students use the tool often times. The item mean rating ranges from 3.64 to 3.70. On the one hand, the item using ChatGPT to organize my thoughts and create outlines for the stories I write has the highest mean of 3.70 which is described as high and this means that students use the tool to help structure and organize their ideas before they begin writing. Furthermore, it can be implied that students perceive ChatGPT as a supportive tool to help them plan and organize their ideas in the writing process. The results of this study are consistent with Audichya and Saini's (2023), as they reported that students use the tool to produce innovative story ideas and plot outlines. Moreover, this emphasizes how well ChatGPT organizes ideas in a narrative format.

Meanwhile, the item using ChatGPT to overcome writer's block, especially when starting essays or creative pieces has the lowest mean of 3.64 which is described as high. This means that students use ChatGPT to help them get started with their writing, particularly when they are facing writer's block. The result of this study supports the findings of Chen and Zhao (2024), which reported that students use ChatGPT to help them overcome writer's block. In this study, students have reported high satisfaction with ChatGPT's ability to provide immediate feedback, which then helped them break the initial barrier of starting a writing task. Similarly, Rojas (2024) emphasized that ChatGPT serves as an effective tool for students to use as it can generate multiple ideas, which makes it easier for them to initiate their writing process.

Level of Creative Writing Skills among HUMSS Students

Table 3 presents the level of creative writing skills among HUMSS students in Digos City, Davao del Sur. The creative writing skills were assessed using three key indicators: content, organization, and voice. The overall mean of creative writing skills is 3.76 which is described as high. This means that students demonstrated a proficient level in writing short stories. Additionally, the overall standard deviation is 0.60, which shows a moderate variation in their writing performance, as most students performed at a high level, yet there were some differences in individual ratings.

These findings support the study of Munir and Hendaryan (2023), which demonstrated that high school students achieved a mean score of 72.453 in creative writing skills after participating in a structured program. This writing program focused on several aspects like fluency, originality, and flexibility, all of which are critical for enhancing students' creative writing abilities. By addressing these elements, the program helped students unlock their creative potential, allowing them to express their ideas more clearly and with greater originality.

The highest mean score was obtained in the indicator content ($M= 3.82$, $SD= 0.68$), which is described as high. This means that students consistently exhibited proficiency in the content area assessed such as characterization, point of view, and theme. These findings complement the study of Bataller et al. (2024), which reported that students' content development had the highest rank in the writing proficiency level. This clearly shows that junior high school students excel in content creation and were adept in their writing abilities. However, results are in contrast with the study of Smith et al. (2025), who discovered that students frequently struggled to develop a well-structured and detailed content in their writing. This discrepancy indicates that although students demonstrate proficiency in language mechanics, content development poses a greater challenge to their writing proficiency.

Furthermore, the indicator voice obtained the lowest mean score ($M= 3.70$, $SD= 0.64$) among the three, yet it is still described as high. This suggests that students were able to write with a distinct and authentic voice. This study validates the findings of Gorecki (2022), which revealed that students wrote several stories inductively, demonstrating a high level of voice and stylistic features. It was reported that the goal of students was to produce a well-written

work with genuine use of voice as the primary focus of their compositions. Additionally, the results of this study align with Brown (2022), highlighting that student not only used voice effectively to enhance the reader engagement but also demonstrated a high level of voice in writing. As a result, their written texts became more relatable for the readers.

However, the result of this study negates the idea of Kerspe (2022), noting that students exhibited a low level of voice in their writing. This is evident when they rely on rigid structures which lacks personal engagement. Moreover, students also revealed difficulty expressing individuality and authorial presence in their written works.

Correlation of Variables

Table 4 shows the correlation between the independent variables - Writing Motivation and ChatGPT Usage and the dependent variable, Creative Writing Skills among HUMSS Students. As seen in the table, results reveal that Writing Motivation has a very strong positive and statistically significant relationship with Creative Writing Skills ($r = 0.826$, $p < 0.05$). This connotes that students who are more motivated in writing tend to perform better in creative writing tasks. This aligns with the findings of the study of Aryanika (2022), stating that high school students revealed a correlation coefficient of 0.506, which suggests that increased writing motivation directly enhances writing ability. Furthermore, Myhill et al. (2023) highlighted that increased autonomy and choice, can enhance student engagement and improve writing outcomes. This is also evident in the study of Alzubi and Nazim (2024), as they revealed that there is a strong correlation between students' intrinsic motivation and the improvement of their writing skills. The findings indicate that participants had a high level of intrinsic drive while writing on a topic of interest.

Moreover, Sügümlü et al. (2024) highlighted a significant positive relationship between writing motivation levels and written expression skills ($r = 0.68$, $p < 0.01$). Accordingly, as the writing motivation of the students' increases, writing evaluation scores also increase. However, the findings of this study negate the study of Lange and Kim (2025) denoting that there was no significant relationship between students' motivation and creativity. This suggests that motivation alone may not be a reliable predictor of students' creativity. As highlighted by Agnoli et al. (2024), motivation does not function in isolation when it comes to developing one's creativity.

Likewise, ChatGPT usage is also found to have a strong positive and statistically significant relationship with Creative Writing Skills ($r = 0.668$, $p < 0.05$). This implies that students who frequently utilize ChatGPT in their writing activities tend to exhibit improved creative writing outputs. This confirms the assertion of Fiialka et al. (2024), reporting that ChatGPT significantly reinforces an individual's creative writing abilities. This is evident when students often use the tool for generating ideas, organizing thoughts, and paraphrasing complex phrases to enhance their overall creative expression in writing. Additionally, the results align with the findings of Khzouz et al. (2024), denoting that ChatGPT aid in creative writing which is essential for effective writing.

However, results are in contrast with the study of Bašić et al. (2023), which revealed that ChatGPT usage showed no significant improvement with students' written texts. In fact, studies showed that the control group, students who did not utilize the tool, actually outperformed those in the experimental group who did. Furthermore, Liu et al. (2023) conducted an experimental study which explored the use of ChatGPT in enhancing students' creativity. It was later found out that generative AI like ChatGPT only gives a short-term boost in creativity, but over time, they risk limiting human creativity.

Influencers of Creative Writing Skills among HUMSS Students

The result of the regression analysis is shown in Table 5. This presents the influence of individual predictors - Writing Motivation and ChatGPT Usage on the Creative Writing Skills of HUMSS Students. The results show that Writing Motivation significantly influences creative writing skills of students, with a standardized coefficient beta of 0.577, a t-value of 19.89, and $p < 0.05$, indicating a strong and significant predictive power. These results magnify the claim of Masrul and Yuliani (2023) who argued that writing motivation significantly predicts writing performance of students. Their study demonstrated a notable increase in writing performance metrics when motivation was included as a variable. Likewise, it confirms the findings of De Smedt et al. (2023), which explored the various motivational factors and students' creative writing performance.

Similarly, ChatGPT Usage was also found to significantly influence creative writing skills, with a beta of 0.322, $t = 11.01$, and $p < 0.05$. This shows that students who frequently utilize ChatGPT in their writing process

demonstrate better creative writing skills. This supports the findings of Laksanasut (2024), stating that there is a statistically significant enhancement in the students' creative writing skills when they are exposed to ChatGPT.

Furthermore, the results also affirm the study of Niloy et al. (2024), which revealed that ChatGPT usage among undergraduate students have led to improvements in their creative writing process. Specifically, students showed noticeable improvement in originality, content presentation, accuracy, and how well they developed their ideas. The study utilized the Wilcoxon Signed-Rank Test for analysis, and it confirms the positive impact of ChatGPT on students' creative writing abilities. Additionally, the findings support the claim of Roisah et al. (2024), highlighting that there was a significant improvement in students' writing scores, after they utilized ChatGPT.

Between the two independent variables, writing motivation was shown to be a stronger influence on creative writing skills than simply using technology tools like ChatGPT. This finding indicates that a student's interest and enthusiasm for writing has a bigger impact on their creative writing abilities than just relying on technological tools. The finding on writing motivation being the best predictor of creative writing skills is coherent with the study of Rasteiro and Limpo (2023), which revealed that writing motivation not only correlated with writing quality but it also predicts future writing performance.

When both predictors are considered simultaneously in the holistic model, the regression analysis yielded an R^2 value of 0.787, $F = 457$, and $p < 0.05$. This means that 78.70% of the variance in Creative Writing Skills among HUMSS students can be explained by the combined influence of writing motivation and ChatGPT usage. The remaining 21.30% might be due to other influences such as reading habits, teacher feedback, working with peers, and environmental conditions, which could be explored in future research. Furthermore, the findings on the combined influence by the independent variables writing motivation and ChatGPT usage to the creative writing skills of HUMSS students is coherent with the observation of Aladini et al. (2025), who emphasized that AI tools such as ChatGPT could act as cognitive partners with internal motivational factors in the writing process. More so, Biju et al. (2024) noted that students who were motivated and made use of ChatGPT were more engaged in writing activities and produced more imaginative content. They particularly utilize the tool to explore ideas, play with words, and revise their work.

The results of the study reveal several key insights into the relationship between writing motivation, ChatGPT usage, and creative writing skills among HUMSS students. Descriptive statistical analysis showed that among the three dimensions of writing motivation—*intrinsic motivation*, *extrinsic motivation*, and *self-regulation*—*intrinsic motivation* obtained the highest mean score. This suggests that students are primarily motivated by internal desires such as enjoyment and personal satisfaction from writing, rather than external rewards. This aligns with previous studies that emphasize the role of self-driven purpose in creative output and supports the idea that writing is more effective and meaningful when it connects to the writer's own interests and emotions.

Correlational and regression analyses confirmed a significant relationship between writing motivation and creative writing performance, with *intrinsic motivation* emerging as the strongest predictor. ChatGPT usage was also found to be significantly correlated with writing success, though to a slightly lesser extent. Together, the two variables accounted for over 80% of the variance in creative writing skills, suggesting their powerful combined influence.

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