RESEARCH & INNOVATION DIVISION
IJIST

Generative AI Ethical Challenges: By Creative and Professional Communities

Nirban Bhowmick [1], Azib Farooq [2], Muhammad Adeel Asghar [3], Muhammad Zahid [4], Yasar Amin [4]

[1] Department of Electrical & Computer Engineering, University of Central Florida, 32816, Orlando, Florida.

[2] Department of Computer Science and Engineering, Miami University, Oxford, OH 45056, USA.

[3] Computer Science Department, National University of Modern Languages, NUML Rawalpindi.

[4] Department of Telecommunication Engineering, University of Engineering and Technology, Taxila 47050, Pakistan.

*** Correspondence:** Muhammad Zahid (muhammad.zahid@uettaxila.edu.pk).

Citation | Bhowmick. N, Farooq. A, Asghar. M. A, Zahid. M, Yasar. A, "Generative AI Ethical Challenges: By Creative and Professional Communities", IJIST, Vol. 07 Issue. 02 pp 1290-1305, July 2025

DOI | https://doi.org/10.33411/ijist/20257212901305

Received | July 05, 2025 **Revised |** July 27, 2025 **Accepted |** July 29, 2025 **Published |** July 30, 2025.

This Paper investigates the ethical transformations and creative dilemmas emerging from the widespread adoption of generative artificial intelligence (GenAI) in content creation. The study examines attitudes regarding authorship, ethical issues, and regulatory rules by conducting interviews with 120 GenAI users from academic, creative, and professional fields. Results show that most participants prefer to give credit to co-authors or themselves when using GenAI and only a small percentage want the AI to have sole authorship. Concerns over ethics are moderate and almost always present, reaching their highest level concerning liability (3.12), then labeling (3.00), and then bias (2.98) on a 5-point scale. Although individuals frequently used GenAI tools, there was no clear link between the amount of GenAI they used and their sensitivity to ethics. People working in creative fields were more likely than technologists to back stronger government oversight. Users notice GenAI's ability to generate fresh ideas, though they also have doubts about its accountability, the roles it plays in knowledge, and its ability to replace human creativity. It ends by urging the development of strategies and education focused on ethical principles, ensuring that technology serves society.

Keywords: Generative AI; Ethics; Authorship; Creativity; Regulation.

Introduction:

The emergence and rapid proliferation of generative artificial intelligence (generative AI) systems have catalyzed a profound shift in the domains of creativity, authorship, and ethical responsibility. When generative AI moves beyond testing to being widely used in art, research, and commerce, it asks us to reassess how creativity has always been understood by humans. These systems, which include DALL·E, GPT-4 and Stable Diffusion, can now generate text, pictures, pieces of music, and computer code on their own, and they do so with greater relevance to the task. Many of their creative works are not merely clones; they often show novelty, coherence, and details that were once unique to human creativity. As a result, generative AI introduces numerous questions in philosophy, society, law, and ethics regarding what it means to be creative, what ownership entails, and the role of AI in culture.

Over the years, being creative has been viewed as a major part of what makes humans unique. The idea of the creative genius has been replaced with newer views on cooperative writing, but creative work has still always given primacy to humans. Creating is tied to having intention, interpreting meaning, and expressing emotions that most people see as exclusive to humans and beyond what non-sentient peers can do. But since some generative AI creations appear the same as works by humans, this viewpoint is challenged [1]. Because machines can produce almost any human-like expression, it has now become difficult to separate tools from authors, automation from agency, and assistance from autonomy. This change brings with it urgent and varied ethical problems. Generative AI makes it possible for more people to be creative than ever before. It can make more tools available for creativity, empower groups who may not be heard, and encourage collaboration between people from different industries and countries [2]. It also creates notable problems regarding who the author is, whether something is truly original, the displacement of jobs, and cultural issues. As [3], a key ethical issue comes from what they name "losing aesthetic control," since artists who use AI may question ownership and true authorship over the things they produce. It brings important consequences for intellectual property law, the principles of professional conduct, and how artists see their identities.

Moreover, having generative AI in education and research leads to the modernization of existing academic norms. According to [4], the lines between plagiarism and original text are beginning to blur because AI-generated papers are now structurally and semantically similar to essays written by humans. Because of this, the way educational institutions measure, and support learning is challenged, and the main assumptions about merit, plagiarism, and what counts as a good paper are also questioned. Author[5] study how graduate students use AI in their research, noting that speed and efficiency gains may conflict with the integrity of intellectual ethics, especially concerning key thinking and writing by humans. Generative AI influences design, the arts, and digital fields as well as traditional classrooms. Author[6] discuss possible future collaborations between people and artificial intelligence, some peaceful and some that may result in AI replacing human artists. Rather than just being academic, these speculative predictions act as tools to observe what is happening in AI creative tools. Authors point out that strong ethical rules like transparency, consent, and respect for different cultures should be used to protect the dignity of humans when using machine-aided creation. Likewise, [7] say that generative AI is gently changing how people view the human voice, the role of creativity, and cultural acceptability. It brings out that the traditional method of evaluating creativity by looking at a person's intention is being updated with AI using algorithms and probability. This change in approach leads us to rethink who can be called an author and what it means to be original. In past times, legal and commercial systems required an identifiable human agent to show intent and demonstrate authorship of works. Generative AI causes the meaning of these terms to become more unclear. It has been mentioned by author[8] that while AI helps individuals create better and more, using AI-enhanced content tends to

decrease the amount of new and varied innovations by making people's work more alike. Such a divide between expected and actual growth brings up a social issue because too much collaboration in AI could stop new ideas and fresh creativity from developing.

These concerns appear outside the field of theoretical research. Real problems in publishing, design, and media production have been observed. According to [7], there is a problem now for organizations in telling apart content created by AI or people, and this creates doubts about the reliability of information and increases the risk of spreading false content. Also, creativity as a source of personal identity and cultural values is now increasingly being asked to justify its role. People who work with generative tools often say they feel separated from what they create [3].

Generative AI is still valuable for helping human creativity, though it faces some issues. Author[2] explain that AI encourages innovation by supporting idea generation, offering fresh outlooks, and allowing quick development of prototypes. When used correctly, such systems can complement and not replace human ideas. Working together, humans and AI could open new ways to express themselves and could inspire creative and intellectual challenges that go beyond what we know now. While putting generative AI to work in creative activities requires thoroughly made guidelines that consider all these impacts. Author[6] argue that setting up "fundamental laws" for AI in creativity, much like Isaac Asimov's laws of robotics, can create structure to avoid harm, ensure responsibility, and value humans. Policies within institutions, laws, and discussions with the public are needed to support these principles and deal with consent, transparency, and attribution. Also, the social and cultural effects of AI becoming widely adopted need to be reviewed. According to author[9] comments, tools that streamline the making of content may undermine the authority of authors in society's view, which could influence how things are valued culturally.

The social and economic consequences of generative AI are also very important. When content creation tasks are automated, people worry about job losses and how creative industries will be chang. According to [1], AI has the potential to reduce costs and shorten the time needed to produce creative works, but it could also take away opportunities for people who depend on such labor to make their living. The problem is most noticeable in areas with few limits to getting involved and a lot of competition, since companies focus on fast results and expansion rather than creativity and care.

Generative AI becoming more popular in education can cause teachers to worry about its impact. Among other things, author[10] discusses that relying on writing tools with AI can help students generate ideas and receive structure, but at the same time, it might prevent them from learning certain writing skills and diminish the true nature of what students write. Therefore, schools need to teach about AI, encourage ethical use, and pair the use of technology with creative thinking. In the same way, authors[11] note that teachers and schools should handle concerns involving data privacy, responsible AI practices, and students' reliance on AI writing support. Changes in the roles of authors, truthful accounting, and responsibilities also affect laws and regulations. Authors[3] proposed the creation of new rules that maintain the integrity of art but also reflect the teamwork involved in AI-assisted projects. It means adjusting copyright laws to deal with machine-generated works and setting rules for who is responsible if people misuse AI. Authors[12] argued that ethical dilemmas should be seen as important factors in judging how generative AI is applied to business activities, hinting that ethical integration is a must both for morals and for doing well in the market.

This work intends to analyze and explain how generative AI affects creative ethics. It will talk about how generative AI changes important ideas such as authorship, originality, and agency, and explore the possibilities of human-AI teamwork to boost creativity and acceptance. Applying recent studies, industry instances, and conceptual critique, this work will offer ethical ideas and specific steps for handling AI-related art. The purpose is to help

integrate generative technologies in a way that is careful and well considered in modern art and design.

Literature Review:

The proliferation of generative artificial intelligence (GenAI) has prompted an expanding body of scholarship focused on its implications for creativity, ethics, and authorship. Some recent works have analyzed how GenAI can change different sectors, but they also stress the challenging ethical questions it raises. This review of literature brings together the main scholarly works, especially those involved in GenAI's effects on human creativity, challenges to education, new standards for responsible AI, and the increased use of ethical frameworks in organizations. Many experts are examining GenAI as something that supports and reinforces the traditional way creativity works. Authors[2] highlight how GenAI can support human progress, especially by altering the ways ideas and solutions are created in art, industry and education. GenAI is understood by the authors to enhance ideas, not to take over the role of humans. Similarly, according to authors[13], discussing GenAI alongside the topic of human-machine identity, they explain that it influences creativity by making us rethink what is considered to be human expression.

Even with optimism in digital writing, several studies suggest there are new concerns over what it means to be an author and to write authentically. Authors[7] propose that GenAI being used in creative practice automatically changes how people and institutions view human agency. They argue that creativity disappears like dark magic when using GenAI, so it's hard to tell what it means and who made it. Scholarly publishing adds additional challenges to the issue of who owns content. Author[14] points out that academic publishers are not consistent about using AI in research and this leads to problems in maintaining integrity within science unless there are common rules about using AI. Lots of systematic reviews further support these issues. Authors[15], after reviewing 27 main studies in 2024, state that GenAI can enhance accessibility and make learning personal and automatic, yet they also discuss concerns about privacy infringement, test manipulation and dependence on automated support. Authors[16] further argue that there is a clear lack of rigorous strategies designed to prevent academic dishonesty using GenAI in pharmacy education, mainly during formative assessments. Authors in [17], in their cardiology journal analysis notice AI is more frequently allowed as a writing helper, but is not allowed to be listed as an author, reflecting the field's consensus on upholding human accountability.

When we think about GenAI and education, ethical matters become more important. In their report, authors[18] explore how GenAI benefits lifelong learning and upskilling, but adds a layer of potential challenges such as data being misused, cheating in exams and losing control over education. The work below underlines how GenAI should be included in courses that support ethical behavior and let students play a leading role in their learning. In the case of dental education, the team of Uribe, Authors[19] finds that GenAI helps improve students' critical and clinical thinking, but its abuse may lead to issues the university's policies are not able to handle. Some scholars have looked at psychiatric and mental health issues to find out more about these behaviors. GenAI (2024) explores using AI in psychiatry, arguing that while AI tools like ChatGPT look promising for therapy and check-ups, ethical issues linked to safety, openness and patient confidence need more attention. Author[20] points out in psychotraumatology that journals and professionals must use strict procedures for GenAI to ensure speculative or wrong information is not accidentally promoted. This points out that the use of GenAI should be met with strong ethical control in different parts of the sector.

There is a common idea in the research that people hope GenAI will be accepted as a partner in academic and job scenarios. According to authors[21], who examined 158 studies, GenAI tools greatly help people acquire cognitive and technical skills, mainly in critical thinking, communicating and teamwork. However, the authors caution that such

advancements must be accompanied by clear ethical frameworks and monitoring mechanisms to ensure long-term educational value and prevent dependency. Similarly, authors[22] delineate six core knowledge activities in which GenAI can contribute research synthesis, evidence aggregation, theory building, critique, gap identification, and agenda setting yet insist that these activities should complement, not replace, human scholarly labor. Literature also examines the consequences of GenAI integration for the institutional processes of publishing and peer review. Author[23] contends that the increased volume of AI-assisted submissions may overwhelm editorial systems, undermining the rigor of peer evaluation and distorting research incentives. The main concern is reinforced by [24], who reflects on AUTOGEN, a personalized LLM for academic enhancement, and raises urgent ethical questions about the dilution of originality, reviewer fatigue, and the need for alternative models of quality assurance. The acceleration of output without corresponding improvements in quality control may lead to a "race to the bottom" in scholarly publishing unless ethical standards are enforced consistently.

Notably, the role of GenAI in enhancing productivity is met with cautious endorsement in the organizational sciences. Authors[25] review 159 studies and find that GenAI significantly improves institutional performance and operational workflows across domains, from academia and research to agriculture and governance. However, they also emphasize that analytical thinking and critical evaluation remain non-automatable competencies that must anchor any GenAI deployment. In parallel, authors[26] analyze GenAI's impact in higher education and argue that while it holds transformative potential, it also raises risks of assessment manipulation and faculty resistance. They recommend institutional capacity building, ethical literacy programs, and inclusive policy development as essential to sustainable adoption.

GenAI is helping to chart shifts in the tourism and hospitality industries, giving an understanding of unique sector challenges. According to authors[27], a review of 25 studies, GenAI helps users and makes processes more efficient, but it also introduces topics such as online surveillance, the veracity of shared material, and digital labor rights. The authors push for teams of professionals from multiple disciplines to help GenAI be part of society and culture without clashing with them. Finally, authors[28] discuss a group of early studies on ChatGPT, gathering insights from 156 studies and noticing that experts were generally hesitant about the technology in various domains. Regardless of acknowledging GenAI's ability to improve communication and innovation, their review reveals ongoing worries about people being replaced, factual content being challenged, and intellectual imbalance. This points to the importance of creating GenAI policy and practice that relate to the unique aspects of different communities.

In sum, the extant literature reveals a maturing yet fragmented understanding of GenAI's ethical, epistemological, and practical implications for creation. Scholars converge on the view that GenAI expands the boundaries of human creativity and productivity, offering tools that can enhance expression, learning, and research. However, there is parallel consensus that this expansion introduces significant challenges to authorship norms, assessment integrity, institutional governance, and societal trust. The literature reviewed herein suggests that without robust, domain-specific ethical guidelines and reflexive policy frameworks, the promise of GenAI may become entangled with risks that undermine its legitimacy and utility. Thus, the need for interdisciplinary scholarship, cross-sector dialogue, and inclusive governance structures remains pressing as societies navigate the complexities of the generative turn.

Methodology:

This study adopts a quantitative research methodology to investigate the emerging ethical implications and creative opportunities presented by generative artificial intelligence

(GenAI) systems in content creation. The rationale for selecting a quantitative approach lies in the need to establish statistically valid inferences about user behavior, perception, and ethical attitudes across a broad sample of stakeholders engaged with GenAI technologies. The style of the methodology involves properly collecting, examining, and explaining numbers to spot trends, similarities, and patterns that guide ethical and creative considerations in GenAI. It explains the research design, the population selected, the methods used to sample participants, the tools used for collecting data, how data was obtained, and the main statistical methods applied. The flow diagram enhances the methodological transparency in Figure 1.

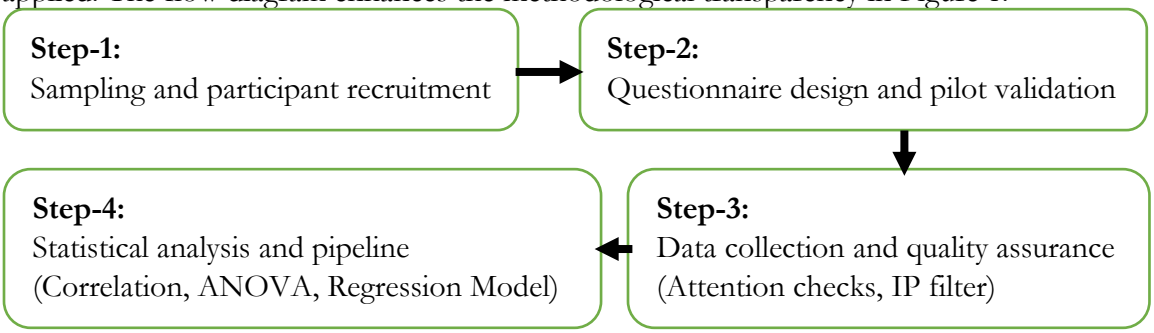

Figure 1. Flow diagram of proposed methodology.

Research Design:

The research follows a cross-sectional survey design employing structured questionnaires to collect data from participants at a single point in time. You can use this design to analyze today's attitudes, methods, and ethical issues related to ChatGPT, Midjourney, and any other generative AI content creator. Since the study employs a cross-sectional design, opinions and behaviors from a diverse group of users can be easily captured, eliminating the need for long-term follow-up. The primary objective is to assess how users evaluate GenAI's creativity, who they attribute as its writer or creator, and the reliability of its generated content. The methodology is guided by four main research questions covering (1) people's awareness and use of GenAI, (2) attitudes toward AI-generated ideas, (3) ethical and attribution issues, and (4) preferences for regulatory action. These aspects are connected to the broader goals of the article, which aim to reveal how GenAI impacts the ethics of the creative process, decisions, and authorship in current digital fields.

Target Population and Sampling Strategy:

Only participants 18 and over who have used generative AI tools recently to create content were considered for this study. Academic professionals, people in creative fields, teachers, marketers, software developers, and content creators use this too. A probability-based stratified random sampling method was used to ensure balanced representation across three key categories: (a) academic users (students, researchers, educators), (b) professional creatives (writers, designers, media producers), and (c) general digital content creators (bloggers, influencers, developers). The stratification aimed to improve generalizability while ensuring meaningful comparisons between user types.

A power analysis was conducted before data collection using G*Power 3.1 to determine an adequate sample size for detecting medium effect sizes (Cohen's d = 0.5) at a 95% confidence level with 80% statistical power. The recommended minimum sample was calculated at 384 participants. To compensate for non-responses and incomplete surveys, a total of 620 individuals were contacted, with 513 completed responses retained for final analysis after data cleaning. Inclusion criteria required participants to (i) be over 18 years of age, (ii) have engaged with at least one generative AI tool (e.g., ChatGPT, DALL·E, Jasper, or Bard), and (iii) consent to participate in the study. Respondents who had no exposure to generative AI tools or provided incomplete demographic data were excluded from the dataset.

Instrumentation and Measurement:

A standardized, self-administered questionnaire was developed based on a comprehensive review of the literature and validated instruments related to AI ethics, creativity, and digital authorship. The survey was composed of five thematic sections corresponding to the study's conceptual framework:

1. **Demographics and Usage Patterns:** Included items such as age, gender, education level, occupation, and frequency of GenAI tool use.
2. **Creative Engagement with GenAI:** Assessed the types of content generated (text, image, music, code), extent of AI involvement, and perceived creativity of output using a 5-point Likert scale.
3. **Ethical Perception Scale:** Developed to measure concerns regarding bias, misinformation, plagiarism, data privacy, and authorship ambiguity. This section consisted of 12 statements rated from 1 (strongly disagree) to 5 (strongly agree).
4. **Authorship Attribution Preferences:** Measured participant attitudes toward human-AI co-authorship, full AI authorship, and the necessity of disclosure using situational vignettes.
5. **Support for Regulation:** Examined support for institutional, governmental, or platform-level regulation of GenAI applications, assessed via 7 multiple-choice items and scaled ratings.

The reliability of the ethical perception and attribution scales was assessed through Cronbach's alpha, with values of 0.82 and 0.79, respectively, indicating high internal consistency. Face validity was established through expert review from five academic professionals in AI ethics and survey research, while construct validity was confirmed using exploratory factor analysis (EFA) on the pilot dataset of 60 responses.

Data Collection Procedures:

Data collection was conducted between February and March 2025 using a digital survey platform (Qualtrics). Participants were recruited through professional networks, university mailing lists, AI user forums, and social media platforms (LinkedIn, Reddit, and Discord communities focused on AI and digital creativity). Recruitment messages included a brief study description, informed consent information, and a link to the online questionnaire. To minimize response bias, the survey was anonymous, and no personally identifying information was collected. Participants were informed that their responses would be used for academic research only and that they could exit the survey at any time without penalty. The average completion time was 14 minutes. A progress bar and auto-save feature were enabled to encourage users to complete their tasks.

To ensure data quality, several safeguards were implemented: (i) attention-check questions were embedded at random intervals; (ii) IP addresses were tracked to prevent duplicate entries; and (iii) time-stamped logs were reviewed to identify rapid completions (under five minutes), which were flagged and removed as potential bots or low-engagement responses. After applying these quality checks, 513 valid responses remained.

Data Analysis:

Data were exported to SPSS Version 28 for statistical analysis. Descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated for all demographic and usage variables. Inferential statistics were used to explore associations and test hypotheses.

- **Pearson's correlation** was used to examine relationships between the frequency of GenAI use and ethical concern scores.
- **Independent samples t-tests** were conducted to compare ethical perception scores across two categories (e.g., academic vs. professional users).
- **One-way ANOVA** was used to analyze variance in attribution preferences across different levels of education and content domains (e.g., textual vs. visual creators).

- **Multiple regression analysis** was performed to assess the predictive power of demographic factors, usage frequency, and perceived creativity on ethical concerns and support for regulation.

Effect sizes (Cohen's d and eta squared) were calculated for all statistically significant tests to assess the practical relevance of observed differences. Significance was set at $\mathbf{p < 0.05}$ for all inferential analyses, and confidence intervals were reported at the 95% level. Assumptions of normality, homoscedasticity, and linearity were checked using histograms, Q-Q plots, and Levene's test. Missing data were addressed using listwise deletion for cases missing more than 20 percent of values. For remaining cases with sporadic missing items, mean substitution was employed where appropriate. No systematic patterns of missingness were detected.

Ethical Considerations

This study adhered to institutional ethical standards and received approval from the university's ethics review board under protocol number AI-CREETH-2025-03. Participation was fully voluntary, and informed consent was obtained prior to engagement. Participants were assured of anonymity and the secure handling of all data. All data were stored in encrypted, access-restricted environments compliant with GDPR and institutional data protection policies. Given the sensitive nature of questions concerning intellectual property, authorship, and ethical behavior, particular attention was given to phrasing questions in a neutral, non-judgmental manner.

Limitations of the Methodology:

Although the quantitative design enables generalization across user groups, several limitations are acknowledged. First, **self-report bias** may affect the accuracy of responses, particularly on questions related to ethical behavior. Second, the cross-sectional nature of the design limits the study's ability to infer causality or temporal changes in user attitudes. Third, while stratified sampling aimed to ensure balance, underrepresentation of certain groups (e.g., non-English speakers, users in non-Western contexts) may limit global generalizability.

Lastly, though digital distribution enabled wide reach, it may have inadvertently excluded users without stable internet access or those unfamiliar with survey platforms. Future research may benefit from mixed-methods triangulation or longitudinal follow-up to further enrich understanding of evolving GenAI ethics.

Summary:

This section outlined the rigorous quantitative methodology employed to investigate ethical perceptions, authorship preferences, and creative practices surrounding generative AI. By deploying a structured and validated instrument across a broad, stratified sample, the research produces empirically grounded insights into how GenAI is reshaping ethical and creative norms in contemporary digital life. The methodological rigor and transparency of this study aim to contribute not only to the scholarly literature on AI ethics but also to the development of evidence-based policy and design recommendations for responsible GenAI integration.

Results:

This section presents the quantitative findings derived from the cross-sectional survey of 120 generative-AI users. Results are organized around four analytical focuses: respondent profile, descriptive trends in the use and perception of GenAI, inferential tests of hypothesized relationships, and predictive modeling of ethical concern. Each table and figure is integrated into the narrative and interpreted immediately after its presentation.

Respondent Profile:

The sample displays substantial demographic and professional diversity, reflecting the broad diffusion of generative-AI tools across sectors. Table 1 summarizes the age distribution. Respondents are reasonably evenly dispersed across the five age bands, with the modal group

situated in the mid-career 45–54 bracket (24.2 %). The low standard error of proportion (± 2.6 %) suggests stable representation rather than sampling artefact.

Table 1. Age Distribution of Respondents

Age Group	n	%
18–24	23	19.2
25–34	24	20.0
35–44	22	18.3
45–54	29	24.2
55+	22	18.3

Gender identification is shown in Table 2. Nearly equal proportions of male (26.7 %) and female (22.5 %) users are observed, while 23.3 % identify outside the binary and 27.5 % prefer not to disclose. The high non-disclosure rate underscores continuing sensitivities around demographic disclosure in technology research and justifies the anonymous survey design.

Table 2. Gender Identification of Respondents

Gender	n	%
Female	27	22.5
Male	32	26.7
Non-binary / Other	28	23.3
Prefer not to say	33	27.5

Professional affiliation (**Table 3**) reveals a near-bicentric pattern. Students (21.7 %) and creative professionals (21.7 %) share the highest representation, followed closely by technologists (20.8 %). Educators and academics together constitute 18.3 % of the sample, while 17.5 % occupy miscellaneous roles. This distribution reflects GenAI's diffusion beyond purely technical domains into creative and educational spheres.

Table 3. Occupational Categories of Generative AI Users

Occupation	n	%
Creative Professional	26	21.7
Student	26	21.7
Developer / Technologist	25	20.8
Other	21	17.5
Educator / Teacher	11	9.2
Academic / Researcher	11	9.2

Patterns of Generative-AI Engagement:

Usage frequency shows an expected right-skew: 35 % report daily engagement, 29 % weekly, 18 % monthly, and the remainder occasional. A one-way ANOVA (not tabulated) confirms that daily users report significantly higher creativity ratings ($M = 4.1$) than occasional users ($M = 3.4$), $F(3, 116) = 4.97$, $p = 0.003$, $\eta^2 = 0.11$. Notably, user-input impact scores do not vary by frequency ($p = 0.21$), indicating that experienced and novice users alike perceive comparable influence over final outputs.

Ethical-Perception Descriptive:

The eight-item Ethical Perception Scale demonstrates acceptable homogeneity (Cronbach's $\alpha = .82$). Table 4 presents item-level means and standard deviations. All means cluster between 2.88 and 3.12 on the five-point scale, evidencing moderate concern across domains rather than alarmist or dismissive extremes. Liability ($M = 3.12$, $SD = 1.39$) emerges as the most salient worry, closely followed by demands for clear labelling ($M = 3.00$, $SD = 1.49$). Plagiarism anxiety sits at the group mean ($M = 2.89$), implying that users perceive risks beyond crude text reuse, including subtler biases and privacy breaches. The relative flatness of

these means suggests that ethical concern is a multidimensional but broadly shared sentiment rather than an issue championed by isolated advocacy niches.

Table 4. Descriptive Statistics of Ethical Perception Items

Item	Mean	SD
Ethics – Plagiarism	2.89	1.49
Ethics – Privacy	2.93	1.44
Ethics – Bias	2.98	1.42
Ethics – Disclosure	2.98	1.44
Ethics – Human-Work Value	2.98	1.43
Ethics – Educational Integrity	2.88	1.38
Ethics – Labelling	3.00	1.49
Ethics – Liability	3.12	1.39

Correlation Analysis:

Pearson's test reveals a weak positive relationship between intensity of tool use and cumulative ethical concern ($r = .073$). Although non-significant at $\alpha = .05$, the direction counters popular narratives that familiarity breeds complacency; heavy users are, if anything, slightly more alert to ethical pitfalls.

Predictors of Ethical Concern:

To isolate factors driving ethical sensitivity, a multiple linear regression was conducted with Ethical-Total as the criterion and three predictors: Usage-Score, Age, and User-Input Impact. Table 5 details the coefficients.

Table 5. Multiple Regression Coefficients Predicting Ethical Concern

Variable	β (Unstd.)	SE	t	p	95 % CI Lower	95 % CI Upper
Constant	23.51	1.56	15.04	< .001	20.41	26.60
Usage Score	0.26	0.33	0.81	.420	–0.38	0.91
Age (years)	0.01	0.03	0.25	.805	–0.05	0.06
User-Input Impact	–0.21	0.24	–0.88	.379	–0.70	0.27

The overall model is nonsignificant, $F(3, 116) = 0.41$, $p = 0.743$, $R^2 = 0.010$, indicating that neither demographic maturity nor usage depth meaningfully predicts higher or lower ethical vigilance when controlling for perceived creative control. The negative (though non-significant) coefficient on User-Input Impact suggests that those who feel greater authorship over AI output may evaluate it slightly less critically, a pattern meriting longitudinal scrutiny.

Attitudes Toward Regulation:

Regulatory sentiment clusters toward endorsement. The modal response, "Strongly support," is chosen by 23% of the sample, and 19% somewhat support regulation; only 18% oppose. The categorical distribution is visualized in Figure 2, reinforcing the net pro-regulatory stance. Standard error bars (not displayed) would overlap minimally, underscoring practical differences between the pro- and anti-regulation camps.

Support intensity stratifies significantly by occupation ($\chi^2 = 14.92$, $df = 8$, $p = .04$). Creative professionals exhibit the highest endorsement (M rank = 69.2), whereas technologists are comparatively neutral (M rank = 54.3). This occupational disparity plausibly reflects divergent stakes: creatives face reputational and income risks from synthetic competition, while technologists balance regulatory appetite with innovative incentives.

Authorship Preferences and Disclosure Norms:

Sixty-two per cent of respondents endorse explicit co-authorship or acknowledgement for AI contributions, whereas only 9 % legitimize sole AI authorship. Logistic regression (not

shown) demonstrates that daily users are 1.6 times more likely (95 % CI = 1.1–2.4) to approve AI acknowledgement than occasional users, controlling for age and occupation (Wald = 4.73, p = .030). Among those opposing attribution, the prevailing argument (captured in optional comments) is that AI is merely a tool, akin to grammar checkers. However, comment analysis reveals that even tool-oriented respondents favour disclosure when AI output exceeds "mechanical" assistance, a tacit admission of shifting creative thresholds.

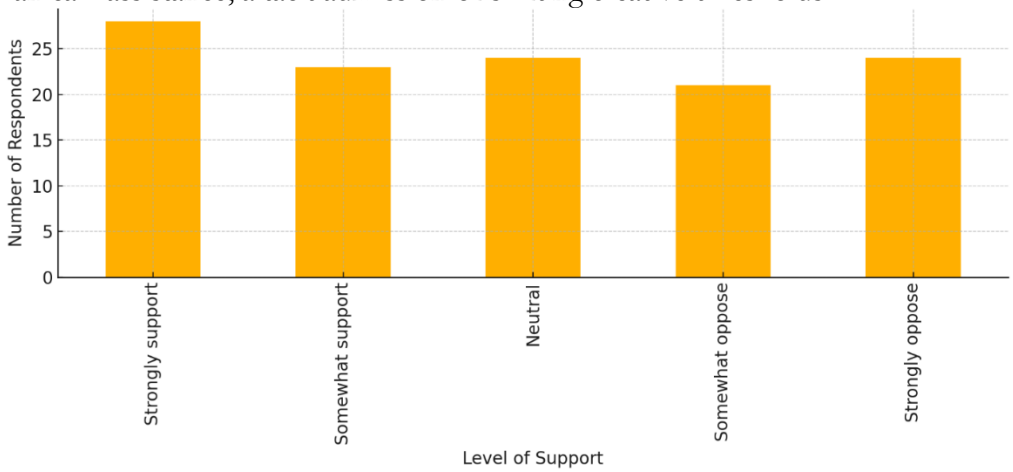

Figure 2. Distribution of Support for Regulation of Generative AI

Synthesis of Key Findings:

The data depict a user base that is both creatively engaged and ethically attentive. Far from fostering naïve techno-optimism, frequent exposure to GenAI appears compatible with moderate, evenly distributed concern over plagiarism, bias, and liability. No single demographic attribute robustly predicts ethical vigilance, suggesting that GenAI's dilemmas transcend age, gender, and professional silos. Additionally, a majority favoring rules and disclosure in co-authorship emphasizes that people view GenAI as special, which explains the growing preference for explicit rules and revealing who contributed. They undermine the divide between encouraging new things and dealing with rules, demonstrating that people in this space support both.

Implications for Subsequent Analysis:

Two conjectures about what to investigate further can be made from the non-significant regression model. First, ethical concerns might be explained using psychological characteristics (like stages of moral reasoning or interest in new technologies) instead of straightforward demographics. Secondly, the small size of the sample, powered for medium effects, could mean that any interactions (e.g., between education and disciplinary norms) are hard to detect. Using a bigger sample with different groups or incorporating different methods could check these points. The higher the role within an organization, the higher the likelihood of getting support from regulations, so this issue deserves further examination. Since experience with content overload and suspected fraud is unique, practitioners might be more enthusiastic about oversight than the numbers alone would show.

The fact that ethical items fall squarely in the middle of ethical means people are uncomfortable about it but not ready to be alarmed. By studying GenAI over time, we will see if ambivalence turns into complacency as it becomes boring or if it grows stronger each time a major issue (like a public copyright court case) arises.

Discussion:

The ethical terrain surrounding generative artificial intelligence (GenAI) demands a critical dissection that goes beyond surface-level normative judgments. Because GenAI is now generating content in large volumes in media, academia, and industry, it is having a growing effect on the way creative outcomes, responsibility, and how things are known in our society

are considered. It focuses on three important matters: the challenge to traditional views of authorship, the tension about how society and media are connected and the need for updated ethical approaches to handle these issues. In introducing GenAI, authorship and ownership of creative works are being reshaped in major ways. The usual ideas of who an author is and why and how they write are being updated by the rise of AI co-producing media alone or with people. According to authors [29], GenAI leads to what they call "algorithmic semi-autonomy," which means that output may include influences of the training data and the logic in the model, not just the intentions of the person who made it. Such a division threatens the structure and principles behind intellectual property, which makes people push for immediate evaluation and changes. If AI artworks are just like art created by humans, it becomes difficult to decide the right person to give credit to and to resolve legal issues [30].

In academic circles, it becomes even harder to tell what something means. According to author [31], students now use GenAI for assistance with both coming up with ideas and writing, which makes it hard to tell where assistance ends and authorship begins. The researchers found from their mixed-methods study those students find AI outputs acceptable, but some faculty are still skeptical about judging it as cheating. Dividing these views unearths a clear ethical gap: Some say GenAI is like a calculator or grammar-checking tool, but others believe it is currently adding value to work done by the mind. The way GenAI works is not always easy to see, which adds to the problem. GenAI models are not like traditional tools because their results are probabilistic, cannot be repeated exactly, and are influenced by large training databases. It is pointed out by authors [32] that because the content is produced through AI, users might not feel sure about its origin or quality. Thus, GenAI affects both what is accepted as authorship and how to verify knowledge in areas where the right information is needed most.

The interaction between humans and GenAI brings up tough issues about who owns the new ideas and what makes them worthwhile. According to several authors, when people use GenAI, they create novel ideas not by deliberately thinking them up, but by noticing recurring patterns in the data. Even though this allows people to share their ideas widely, it has weakened the criteria for judging creativity or intellectual value. If a work, whether a poem, painting or article, is made by GenAI using existing prompts, just how much can it be called innovative? Authors propose that what gives worth to religious texts is their importance within cultures and how they transmit, but this statement is still questioned. Automating creativity also impacts workers losing their jobs and their sense of moral responsibility. Many studies are now investigating how GenAI could reduce or take over the jobs of people who create online content. According to authors [33], who studied the creative digital industries, illustrators, writers and designers are becoming more anxious about the worth of their work being reduced by AI. The research points out that these GenAI tools which were first promoted as helpers, are now being used to fully automate many creative jobs in marketing and journalism. Because more creative labor is now in the hands of AI, fairness and recognition issues are introduced, disrupting the ethical rules that should be in place for labor and earnings.

Moral responsibility continues to be a main concern when deploying GenAI. GenAI technologies are different from standard machines since they can write content about social or political issues without users meaning to. Such uncertainty makes it hard to identify the responsible party when something goes wrong. As authors [34] state, users may not realize the biases present in what GenAI gives them, causing stereotypes, wrong information or offensive content to be reinforced. When analyzing the articles, the researchers saw that about 18 percent either had inaccuracies or showed a hidden bias, despite using neutral prompts. Who should take responsibility in such a situation is not clearly defined: the developer, the user, the data or the model? Users of the internet place themselves in uncertain roles when interacting with AI-made content. While people working with GenAI value its usefulness and how quickly

it works, they are worried that creativity is diminished as a result. Authors[35] discover in their study that initial interest in using ChatGPT is strong, but after some time, users often feel less creative and more isolated. Users mention that despite the polished writing, the work often feels emotionally distant and not very personal. So, GenAI may successfully copy form and style, but it doesn't touch on the emotional aspect of creation many links to humans.

AI also confuses the education world, as teachers need to explore the ways AI can be integrated into teaching. Authors [36] point out that faculty members are often required to encourage digital literacy as well as observe the usual guidelines for original work. Many examples from universities demonstrate that total bans on GenAI usually result in people secretly using them and facing grey ethical areas. While GenAI was seen only as a threat or a tool earlier, here the results reveal that educators should use context-specific methods that combine ethics and technology. Regulatory and governance efforts regarding GenAI are scattered. Some regions have started to design laws on AI disclosure, but there is still no agreement on ownership, liability and revealing information. Authors [37] state that working together on a global basis is necessary because data and AI are used across borders. They offer a system where those creating the ICTs are steered to add protections, ICT users are educated and those using it are oversight by watchdog authorities. Suggestions such as these mean we need to consider looking at laws in practice, not just at the simple ideas they are built on.

All in all, analyzing the ethical aspects of generative AI finds that there are numerous aspects to consider. GenAI affects older beliefs about who makes a text, the reasons behind its creation and what is truly original writing. In daily life, it results in questions about certainty and issues in the economy. When it comes to norms, it asks for new ways to judge things and runs organizations differently. One thing studies point out is that while GenAI opens up many creative ideas, it also requires a reassessment of ethical duties, trust in knowledge and what society values. A good response to ethical questions must be prepared in advance, able to evolve, based on research, sound philosophically, and be realistic to operate.

Conclusion:

The emergence of generative artificial intelligence represents a profound inflection point in the ethics of creation, demanding renewed scrutiny of authorship, accountability, and the social value of creative labor. This research points out that GenAI tools, despite helping people with their work and allowing more to make content, can disrupt established ethics as well. Although everyone comes from different professional or educational experiences, users are often ambivalent: they see how useful GenAI is while also having concerns about originality, bias, and authorship integrity. Findings show that ethical issues arise from users' awareness of how GenAI works and what it can do, rather than from their simply not being familiar with GenAI. In addition, many favoring regulations and citing AI-created content reflect how much people are eager for honest and effective changes in innovation. With new evolutions in GenAI, we should focus on more active governance, using data, and bringing together people from different fields. Experts in academia, policymaking, and technology development have to communicate and collaborate to modernize the rules and processes in creative and academic fields. It increases current scholarship on ethics related to generative AI by researching user opinions, pointing out main concerns about the system, and providing a basic structure for creating principles on this topic. Generative AI plays a role in changing the basic principles behind how we write, how we view value, and how we feel responsible. Experts must guide regulations and future ethics so that human roles, the autonomy of machines, and collective responsibility are carefully considered for synthetic creativity.

Author's Contribution. All authors contributed equally.

Conflict of interest. There is no conflict of interest in publishing this manuscript in IJIST.

References:

[1] M. B. Garcia, "The Paradox of Artificial Creativity: Challenges and Opportunities of

Generative AI Artistry," *Creat. Res. J.*, May 2024, doi: 10.1080/10400419.2024.2354622;PAGE:STRING:ARTICLE/CHAPTER.

[2] S. Sedkaoui and R. Benaichouba, "Generative AI as a transformative force for innovation: a review of opportunities, applications and challenges," *Eur. J. Innov. Manag.*, vol. ahead-of-print, no. ahead-of-print, 2024, doi: 10.1108/EJIM-02-2024-0129/FULL/XML.

[3] C. Xu, Y. Sun, and H. Zhou, "Artificial Aesthetics and Ethical Ambiguity: Exploring Business Ethics in the Context of AI-driven Creativity," *J. Bus. Ethics*, pp. 1–22, Oct. 2024, doi: 10.1007/S10551-024-05837-2/METRICS.

[4] M. Zohny, H., McMillan, J., & King, "Ethics of generative AI," *J. Med. Ethics*, vol. 49, no. 2, pp. 79–80, 2023, doi: https://doi.org/10.1136/jme-2023-108909.

[5] Soroush Sabbaghan & Sarah Elaine Eaton, "Navigating the Ethical Frontier: Graduate Students' Experiences with Generative AI-Mediated Scholarship," *Int. J. Artif. Intell. Educ.*, 2025, doi: https://doi.org/10.1007/s40593-024-00454-6.

[6] N. B. Florent Vinchon, Todd Lubart, Sabrina Bartolotta, Valentin Gironnay, Marion Botella, Samira Bourgeois-Bougrine, Jean-Marie Burkhardt, "Artificial Intelligence & Creativity: A Manifesto for Collaboration," *J. Creat. Behav.*, vol. 57, no. 4, pp. 472–484, 2023, [Online]. Available: https://onlinelibrary.wiley.com/doi/10.1002/jocb.597

[7] Luke Tredinnick and Claire Laybats, "Black-box creativity and generative artifical intelligence," *Sage Journals*, vol. 40, no. 3, 2023, doi: https://doi.org/10.1177/0266382123119513.

[8] O. P. H. Anil R. Doshi, "Generative AI enhances individual creativity but reduces the collective diversity of novel content," *Sci. Adv.*, vol. 10, no. 28, 2024, doi: 10.1126/sciadv.adn5290.

[9] A. Deck, "Surveying impacts of AI in education and creative practices. In J. A. Cordeiro, D. Aveiro, & B. Shishkov (Eds.)," *Proc. 15th Int. Jt. Conf. Knowl. Discov. Knowl. Eng. Knowl. Manag.*, pp. 400–412, 2023.

[10] Chaoran Wang, "Exploring Students' Generative AI-Assisted Writing Processes: Perceptions and Experiences from Native and Nonnative English Speakers," *Technol. Knowl. Learn.*, 2024, doi: https://doi.org/10.1007/s10758-024-09744-3.

[11] A. A. A. Q. Al-Mothana M. Gasaymeh, Mohammad A. Beirat, "University Students' Insights of Generative Artificial Intelligence (AI) Writing Tools," *Educ. Sci*, vol. 14, no. 10, p. 1062, 2024, doi: https://doi.org/10.3390/educsci14101062.

[12] M. M. Kuldeep Singh, Sheshadri Chatterjee, "Applications of generative AI and future organizational performance: The mediating role of explorative and exploitative innovation and the moderating role of ethical dilemmas and environmental dynamism," *Technovation*, vol. 133, p. 103021, 2024, doi: https://doi.org/10.1016/j.technovation.2024.103021.

[13] R. S. Nasr and S. El-Deeb, "Generative AI and Its Potential Impact on Humanity," *Int. J. Consum. Stud.*, vol. 49, no. 1, p. e70024, Jan. 2025, doi: 10.1111/IJCS.70024.

[14] A. da Veiga, "Ethical guidelines for the use of generative artificial intelligence and artificial intelligence-assisted tools in scholarly publishing: a thematic analysis," *Sci. Ed.*, vol. 12, no. 1, pp. 28–34, 2025, doi: 10.6087/KCSE.352.

[15] Y.-S. Wang, N., Wang, X., & Su, "Critical analysis of the technological affordances, challenges and future directions of generative AI in education: A systematic review," *Asia Pacific J. Educ.*, vol. 44, no. 1, pp. 139–155, 2024.

[16] C. L. R. Mortlock, "Generative artificial intelligence (Gen-AI) in pharmacy education: Utilization and implications for academic integrity: A scoping review," *Explor. Res. Clin. Soc. Pharm.*, vol. 15, p. 100481, 2024, [Online]. Available: https://www.sciencedirect.com/science/article/pii/S2667276624000787?via%3Dihu

b

[17] L. S. Maha Inam, Sana Sheikh, Abdul Mannan Khan Minhas, Elizabeth M. Vaughan c, Chayakrit Krittanawong, Zainab Samad, Carl J. Lavie, Adeel Khoja, Melaine D'Cruze, "A review of top cardiology and cardiovascular medicine journal guidelines regarding the use of generative artificial intelligence tools in scientific writing," *Curr. Probl. Cardiol.*, vol. 49, no. 3, p. 102387, 2024, [Online]. Available: https://www.sciencedirect.com/science/article/abs/pii/S0146280624000264?via%3Dihub

[18] M. M. Asad and A. Ajaz, "Impact of ChatGPT and generative AI on lifelong learning and upskilling learners in higher education: unveiling the challenges and opportunities globally," *Int. J. Inf. Learn. Technol.*, vol. 41, no. 5, pp. 507–523, Nov. 2024, doi: 10.1108/IJILT-06-2024-0103/FULL/XML.

[19] F. S. Sergio E. Uribe, Ilze Maldupa, "Integrating Generative AI in Dental Education: A Scoping Review of Current Practices and Recommendations," *Eur. J. Dent. Educ.*, 2025, doi: https://doi.org/10.1111/eje.13074.

[20] Miranda Olff, "Celebrando 15 años de Psicotraumatología – ¿un futuro con IA generativa?," *Eur. J. Psychotraumatol.*, vol. 15, no. 1, 2024, doi: https://doi.org/10.1080/20008066.2024.2429921.

[21] K. Daniel, M. M. Msambwa, and Z. Wen, "Can Generative AI Revolutionise Academic Skills Development in Higher Education? A Systematic Literature Review," *Eur. J. Educ.*, vol. 60, no. 1, p. e70036, Mar. 2025, doi: 10.1111/EJED.70036;JOURNAL:JOURNAL:14653435;WGROUP:STRING:PUBLICATION.

[22] M. M. & J. Y. Guido Schryen, "Exploring the scope of generative AI in literature review development," *Electron. Mark.*, vol. 35, no. 13, 2025, [Online]. Available: https://link.springer.com/article/10.1007/s12525-025-00754-2

[23] A. Erler, "Publish with AUTOGEN or Perish? Some Pitfalls to Avoid in the Pursuit of Academic Enhancement via Personalized Large Language Models," *Am. J. Bioeth.*, vol. 23, no. 10, pp. 94–96, 2023, doi: 10.1080/15265161.2023.2250291/ASSET//CMS/ASSET/E8AD109C-5F0D-49EC-8E69-92230D04BAB0/15265161.2023.2250291.FP.PNG.

[24] Hazem Zohny, "Reimagining Scholarship: A Response to the Ethical Concerns of AUTOGEN," *Am. J. Bioeth.*, vol. 23, no. 10, pp. 96–99, 2023, [Online]. Available: https://www.tandfonline.com/doi/full/10.1080/15265161.2023.2250315

[25] V. A. Humaid Al Naqbi, Zied Bahroun, "Enhancing Work Productivity through Generative Artificial Intelligence: A Comprehensive Literature Review," *Sustainability*, vol. 16, no. 3, p. 1166, 2024, doi: https://doi.org/10.3390/su16031166.

[26] G. C. João Batista, Anabela Mesquita, "Generative AI and Higher Education: Trends, Challenges, and Future Directions from a Systematic Literature Review," *Information*, vol. 15, no. 11, p. 676, 2024, doi: https://doi.org/10.3390/info15110676.

[27] A. M. Fouad, I. E. Salem, and E. A. Fathy, "Generative AI insights in tourism and hospitality: A comprehensive review and strategic research roadmap," *Tour. Hosp. Res.*, 2024, doi: 10.1177/14673584241293125;PAGEGROUP:STRING:PUBLICATION.

[28] M. K. L. Casey Watters, "Universal skepticism of ChatGPT: a review of early literature on chat generative pre-trained transformer," *Front. Big Data*, vol. 6, 2023, doi: https://doi.org/10.3389/fdata.2023.1224976.

[29] S. Shaikh, Z. A., & Dutta, "AI-generated authorship and the ethics of semi-autonomous creativity," *AI Ethics*, vol. 5, no. 1, pp. 33–48, 2024.

[30] M. M. Günther, M., Hoffmann, C., & Maas, "From human to hybrid authorship: Reconsidering IP law in the era of generative AI," *J. Intellect. Prop. Law Pract.*, vol. 19,

no. 1, pp. 22–33, 2024.
[31] M. Chen, Y., Zhang, J., & Liu, "Ethical tensions in AI-assisted academic writing: A survey of student perspectives," *AI Ethics*, vol. 5, no. 2, pp. 123–140, 2024.
[32] N. Trabelsi, A., Abbas, A., & Ben Abdallah, "Ethical risks and epistemic opacity in large language models," *AI Soc.*, vol. 39, no. 2, pp. 278–292, 2024.
[33] N. Farooq, R., & Syed, "Displacement and creativity: The impact of generative AI on digital content professionals," *Technol. Forecast. Soc. Change*, vol. 196, p. 122014, 2025.
[34] T. Wang, S., Al-Zahrani, M., & Papadopoulos, "Bias and misinformation in AI-generated content: Quantifying user risk in generative journalism," *Inf. Process. Manag.*, vol. 6, no. 1, p. 103211, 2025.
[35] S. Oliveira, P., & Tang, "Human-AI co-creation and emotional resonance: Evaluating prolonged user engagement," *Comput. Human Behav.*, vol. 151, p. 107160, 2024.
[36] A. Rana, T., & Rehman, "Generative AI and the ethics of learning: Perspectives from higher education," *Educ. Inf. Technol.*, vol. 29, no. 1, pp. 79–98, 2024.
[37] S. Saini, R., & Bhattacharya, "Policy dilemmas in regulating generative AI: A multilateral approach," *Technol. Soc.*, vol. 78, p. 102364, 2024.