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Between communication support and stress regulation. Psychosocial determinants of students' use of artificial intelligence tools in private messages

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Abstract

This article examines the relationship between the creation of private messages using artificial intelligence tools and the psychosocial functioning of young adults. The analysis focuses on the use of AI in interpersonal communication, understood as the process of creating, modifying and adapting content directed at other individuals in private contexts. The study involved 575 university students and utilised an original questionnaire on AI use, the Depression Anxiety Stress Scales (DASS-21), the Rosenberg Self-Esteem Scale (SES), and K. Young's Internet Addiction Test. The results indicate significant relationships between the generation of private messages using AI and the participants' age, stress levels, and the severity of their internet addiction. The findings suggest that the use of AI in private communication may be associated not only with practical support in composing messages, but also with broader aspects of the psychological and digital functioning of young adults.

Keywords: generative artificial intelligence, mediated communication, young adults, internet addiction.

Introduction

The use of artificial intelligence to compose private messages or emails is becoming an increasingly common practice. This may stem from the need to formulate a response quickly, organise one's thoughts, or give one's message a more grammatically correct and linguistically appealing form. At the same time, this phenomenon carries the risk of undermining the subjective nature of communication, as authentic intent and individual modes of self-expression may be partially replaced by an aesthetic, fluent, yet not always fully personal form of verbalisation.

Articles, discussions and questions concerning the use of artificial intelligence in private communication are appearing with increasing frequency in the online public sphere. This issue is addressed, amongst other things, in the context of correspondence between students and lecturers, as well as in relation to romantic relationships and communication on dating apps. One significant concern is the question of the transparency and authenticity of messages generated with the help of AI, particularly when they are directed at a potential partner. Such doubts are well illustrated by a question that frequently arises in online discussions: *'Do you think using AI for communication in online dating seems insincere?'* (Fitspicyqueen, 2025).

Similar concerns are also emerging in academic circles, although they relate to a different type of communicative relationship. There are increasingly frequent voices from academic staff expressing concern that students are using AI to draft formal emails. In the public sphere, this problem is sometimes described explicitly as a growing phenomenon, as exemplified by the title of an article: *"Emails from students written by AI are a plague. Lecturers have had enough of this"* (Ignaciuk, 2026). Similar concerns are also evident in questions posed by users on online forums: *"How do you respond to emails written by students using AI? Do you tell them not to do it?"* (20thLemon, 2026).

In the context of message writing within the field of digitally mediated communication (AI), tools designed to assist users in initiating, sustaining and stylistically refining conversations in an online environment are becoming increasingly important. The aim of generating messages via artificial intelligence is to make a positive interpersonal impression, conduct a conversation in an engaging manner, and build an image of a communicative, witty or romantic person. The mechanism behind such applications is usually based on analysing the user's profile, a fragment of a conversation or the context of the interaction, and then generating suggested messages tailored to the situation. In more advanced versions, these tools can also learn the user's preferred communication style, so that the generated messages appear more natural and consistent with the way the user presents themselves (Office of Electronic Communications, 2026, p. 14).

Artificial intelligence (AI)-mediated communication

Communication mediated by artificial intelligence, referred to as *AI-mediated communication* (AI-MC), is understood as a form of interpersonal communication in which AI acts as an intermediary or co-author of the message (Hancock et al., 2020, p. 89). This means that the technology is not limited merely to conveying messages, but can modify, supplement, edit or generate them on behalf of the sender, in accordance with a specific communicative purpose and the sender's intent.

AI systems are taking over some of the communicative activities traditionally associated with exclusively human interaction. They are capable of generating linguistically natural and human-like utterances, and can also participate in dialogue, both by initiating and sustaining it (Skrzypiec, 2025, p. 21).

The use of artificial intelligence in social communication brings numerous benefits, such as streamlining the process of information transfer, increasing the effectiveness of messages, better tailoring content to the needs of the audience, and the ability to analyse vast datasets concerning users' behaviours, preferences and expectations. AI is transforming existing models of communication. It is changing both the way people communicate with one another and the forms of human interaction with technology. In doing so, it introduces new communication solutions designed to be more personalised, more efficient and more widely accessible. Furthermore, the development of chat platforms is fostering the emergence of new forms of social communication, in which the dynamics of interpersonal relationships take on particular significance (Bierzyński, 2024, p. 14).

Previous approaches to computer-mediated communication have focused primarily on how the characteristics of a given medium influence the course of interaction, self-presentation and the pursuit of social goals. However, based on the classical interpretation of this model, it was assumed that the human being remains the primary author of the message, whilst technology serves merely as a channel for its transmission. In the case of communication supported by artificial intelligence, these tools can

interfere with the content, style, tone and structure of a message, and sometimes create the message almost entirely. Consequently, the boundary between the author of the message and the tool assisting in its creation becomes partially blurred. This has implications not only in linguistic and psychological terms, but also in relational, social and ethical terms, as the recipient of the message may assume that it was formulated independently by the sender, whilst in reality its form was co-created or entirely generated by an artificial intelligence system (Hancock et al., 2020, p. 89).

Artificial intelligence can support interpersonal communication, amongst other things by improving the quality of written messages or the way they are presented. At the same time, AI-assisted communication carries significant risks, such as the possibility of misleading the recipient, undermining the sense of authenticity of the message, or increasing general mistrust of messages created with the aid of technology. Research by Zoe A. Purcell and colleagues (2024) analyses the assessment of **the acceptability of overt and covert use of AI in communication**, as well as participants' predictions regarding their own behaviour in using AI and the behaviour of others. Two studies conducted on representative samples showed that participants were less likely to accept covert use of AI than overt use, although this difference was most evident when both ways of using the technology were directly compared and disclosed. The results also indicate that respondents assume that others will use AI communication tools more frequently than they themselves do, in ways that they themselves consider acceptable (Purcell et al., 2026, p. 548).

In turn, researchers analysing the issue of intercultural communication (Sarwari et al., 2024) point out that artificial intelligence and related technologies are increasingly being used in various areas of interpersonal communication, including interactions between people from different cultures within the context of a particularly challenging area of interaction. Nowadays, **artificial intelligence technologies are used to overcome language barriers** and distance in interactions with people from different cultural backgrounds. The authors conducted a study to assess the impact of artificial intelligence and AI-based technologies on interactions between representatives of different cultures in a multicultural university environment. Most study participants perceived AI and AI-based technologies as tools that help bring together people from different cultures, reduce language and cultural barriers, and support interaction and relationship-building between people from different cultural backgrounds (Sarwari et al., 2024, p. 2).

Research conducted by Hohenstein et al. (2023) indicates **that artificial intelligence is significantly changing the way people communicate**. During the study, whenever users had the opportunity to use AI support, they often opted for this solution. By using artificial intelligence, they accelerated the exchange of messages. This also encouraged the formulation of statements with a more positive emotional tone. At the same time, when participants believed that their conversation partner was using AI-generated responses, they rated them less favourably – specifically as less cooperative, less focused on building rapport, and more dominant. The researchers point out that the mere awareness or suspicion of AI involvement in the creation of a message influences the assessment of the interaction partner. In this sense, artificial intelligence can not only improve communication but also modify the social meaning of messages and the way the sender's intentions are interpreted (Hohenstein et al., 2023, pp. 4–5).

Gasaymeh et al. (2025) investigated how students use ChatGPT to support the achievement of their personal and academic goals. Students use chatbots for personal and academic purposes to a moderate extent, although **they tend to use AI slightly more often in a private context than in an educational one**. In the area of personal applications, AI was most frequently used for translations and generating ideas, whilst in an academic context the tool was mainly used to assist with writing, creating summaries and brainstorming. No significant differences were found in the use of ChatGPT based on gender or educational background, which may indicate that students use this tool in a similar way regardless of these variables. The results suggest that ChatGPT has not yet been fully integrated into students' daily activities, which may stem from limited awareness of its capabilities or uncertainty regarding how to use it (Gasaymeh et al., 2025, p. 8). As indicated by other studies on student groups,

AI-generated messages were perceived as helpful mainly in terms of text organisation, grammar and vocabulary choice (Di Sarno-García & Argüelles-Álvarez, 2025, p. 1).

Barkallah & Zytco (2026) present interesting findings from research into the use of artificial intelligence to create private messages and generate both verbal and visual content. They identified four strategies for using AI-generated content in the self-presentation of dating app users: the first strategy involves **using AI to create a generally attractive personality**, which need not correspond to the user's actual characteristics. In this case, AI is used to construct an image of a person who is more interesting, self-assured or romantically desirable, regardless of whether this image corresponds to the sender's authentic identity. Users are often motivated by uncertainty regarding their own attractiveness as a potential partner. Generating more interest on the dating app becomes more important than establishing a genuine relationship. In this case, AI primarily generates profile descriptions and private messages.

The second strategy involves **using AI to create messages tailored to a specific person**. The user can provide the AI with information from a potential partner's profile and the content of previous messages to generate a reply that appears particularly apt, attractive and in line with the recipient's expectations. However, it does not necessarily reflect the sender's actual characteristics, intentions or communication style. The main motivation is to stand out from other users of the app by creating the impression of a romantic connection. In this strategy, AI primarily generates private messages. The third strategy involves **using AI to enhance profile photos**. The extent of the modifications can vary, ranging from minor adjustments to more significant and potentially misleading changes, such as altering the background, body appearance or completely replacing the person in the photo. The users' aim is to increase their physical attractiveness and the overall positive perception of their profile. In this case, the content generated or transformed by AI consists of photographs.

The final strategy involves using AI not to create a false image, but to express oneself more clearly or elegantly. **AI can be used to improve grammar, organise statements** or generate content based on genuine information about the user. The motivation is to present oneself in a better light, whilst remaining true to one's actual identity. In this strategy, AI performs linguistic corrections, supporting an authentic self-presentation, particularly in profile descriptions and private messages (Barkallah & Zytco, 2026, p. 7).

Barkallah and Zytco (2026) also highlight the reasons why users of dating apps do not inform potential partners that they have used AI-generated content in their communications. This is primarily due to **a fear that the other person might react negatively if they found out about the use of AI**. Users worry that they might be perceived as inauthentic, insincere or even as a fraud. The use of AI may also be associated with undesirable traits, such as a lack of sincerity, a lack of self-confidence, a reluctance to communicate or a tendency to manipulate. Other reasons included **downplaying the significance of AI-generated content for the course of a dating relationship** and expressing the belief that AI-generated content has no significant impact on the outcome of interpersonal interaction. There were also assumptions that **the use of AI is widespread and therefore does not require specific disclosure** (Barkallah and Zytco, 2026, p. 10).

Despite the growing number of publications on the use of AI in communication, the existing body of research does not yet allow for a full understanding of the multidimensional nature of this phenomenon.

Our own research

The above review of the literature on mediated communication and the use of AI to generate private messages, along with their psychosocial determinants, highlights the complexity of the issue. For this reason, the research topics presented in this article are situated within an interdisciplinary context encompassing media education, clinical psychology and psychopathology.

Aim and subject of the research

The subject of this research is the phenomenon of AI-mediated communication, with particular emphasis on the generation of private messages by students in the context of their experiences of stress and anxiety, as well as the severity of internet addiction within this group. The aim of the research is to determine the relationship between the use of AI in interpersonal communication, including the generation of private messages, and levels of depression, stress, anxiety, self-esteem and internet addiction. The cognitive objective is to expand scientific knowledge regarding the relationship between the use of AI in interpersonal communication and the psychosocial functioning of the participants. In defining the main research problem, the following question was posed: Is there a relationship between AI-mediated communication, including the generation of private messages, and the experience of stress and anxiety, as well as self-esteem and internet addiction, among young adults?

Study design

A total of 575 students from three Warsaw universities (the Maria Grzegorzewska Academy of Special Education, the Maria Skłodowska-Curie Medical University, and the Warsaw Medical Academy) took part in this quantitative study. One of these is a state university; the other two are private. The study included students on the following degree programmes: pedagogy (full-time and part-time), psychology (full-time and part-time), nursing (part-time) and medicine (full-time). The sample included an over-representation of women ($n = 443$), who accounted for 77.58% of the total sample, whilst the proportion of men ($n = 128$) was 22.42%. Non-binary individuals ($n = 4$) were excluded from gender comparisons due to their small number. The majority of respondents were young adults aged 18–29 ($n = 461$), i.e. 80.17% of the group. Those aged 30–39 (71) accounted for 12.35% of respondents, whilst 7.48% were aged 40 and over ($n = 43$). The majority of study participants, i.e. 86.26%, did not have children ($n = 496$). Over two-thirds of respondents, i.e. 69.91%, were in employment ($n = 402$).

The survey was conducted via an anonymous online form, using a proprietary questionnaire on AI usage and standardised tests:

- *the Depression, Anxiety and Stress Scales (DASS-21) (21 items)* by P. F. Lovibond and S. H. Lovibond, in the Polish adaptation and preliminary standardisation by Makary-Studzińska et al. (2024)
- *The Rosenberg Self-Esteem Scale (SES)* in the Polish adaptation by Dzwonkowska et al. (2008)
- *The Internet Addiction Test* by K. Young (*IAT, Kimberly S. Young, 1998*).

The original questionnaire on the use of AI takes the form of a set of questions concerning selected ways of using artificial intelligence, as well as opinions and reported behaviours related to its use. The questions were developed on the basis of the study's objectives and a review of the literature on the use of AI tools by young adults.

Individual questions addressed distinct aspects of AI use and were not intended to measure a single, homogeneous psychological construct; each question was analysed as a separate variable.

Presentation and discussion of results

Statistical analyses were carried out using IBM SPSS Statistics 29. The chi-square test of independence was used to assess relationships between categorical variables, whilst the Mann–Whitney U test was used for comparisons between two groups. Spearman's correlations were calculated for ordinal variables. Statistical significance was set at $p < 0.05$.

An analysis of the relationship between the generation of private message content using AI and demographic variables revealed that age ($p = 0.048$) and having children ($p = 0.003$) were statistically significant. No significant effect was found for gender ($p = 0.174$) or employment status ($p = 0.497$). Younger people (aged 18–29) were more likely to use AI to generate messages (23.90%) than those aged 30–39 (16.90%) and those aged 40 and over (9.30%). Similarly, those without children were more likely to answer in the affirmative (24.00%) than those with children (8.86%). Details are presented in Table 1.

Table 1 . Generating private message content using AI versus demographic data (N = 575)

		Generation of private message content		χ^2	<i>df</i>	<i>p</i>
		Yes	No			
Gender	Female	101 (22.80%)	342 (77.20%)	1.85	1	0.174
	Male	22 (17.20%)	106 (82.80%)			
Age	18–29 years	110 (23.90%)	351 (76.10%)	6.06	2	0.048
	30–39 years	12 (16.90%)	59 (83.10%)			
	40+ years	4 (9.30%)	39 (90.70%)			
Employment	Not in employment	41 (23.70%)	132 (76.30%)	0.46	1	0.497
	In work	85 (21.10%)	317 (78.90%)			
Children	None	119 (24.00%)	377 (76.00%)	9.12	1	0.003
	Has children	7 (8.90%)	72 (91.10%)			
Total		126 (21.91%)	449 (78.09%)			

Key: frequency (percentage); χ^2 – chi-squared statistic; *df* – degrees of freedom; *p* – significance

It was also found that individuals using AI to generate private messages exhibited significantly higher levels of stress ($p = 0.004$) and internet addiction ($p < 0.001$) compared with those who did not use this type of support. No between-group differences were found in terms of depression ($p = 0.158$), anxiety ($p = 0.247$) or self-esteem ($p = 0.739$). Details are presented in Table 2.

Table 2. AI-generated private message content versus standardised tests (N = 575)

	Generation of private message content		<i>U</i>	<i>p</i>	<i>r</i>
	Yes <i>N</i> = 126	No <i>N</i> = 449			
Depression	15.51 (10.56)	14.32 (11.09)	25,963.50	0.158	0.08
Anxiety	13.95 (10.57)	12.78 (10.45)	26,382.00	0.247	0.07
Stress	21.11 (10.24)	18.08 (10.46)	23,540.00	0.004	0.17
Self-assessment	27.86 (5.71)	27.98 (5.66)	28,835.00	0.739	0.02
Internet addiction	30.21 (13.90)	24.58 (13.88)	21,526.50	<0.001	0.24

Key: mean (standard deviation); *U* – Mann–Whitney *U* statistic; *p* – significance; *r* – effect size.

Analysis using the Mann-Whitney *U* test revealed a statistically significant difference in the frequency of AI use for learning between those who used AI to generate private messages and those who did not use this type of support ($U = 16,831.00$; $Z = -7.51$; $p < 0.001$). Those using AI to generate private messages had a higher mean rank for the frequency of AI use for education and learning (378.92) than those not using AI for this purpose (262.49), indicating that they also used AI more frequently in the process of education and learning. Details are presented in Table 3.

Table 3 . Generating private message content using AI versus frequency of AI use in learning (N = 575)

	Generating the content of a private message		<i>U</i>	<i>p</i>	<i>r</i>
	Yes <i>N</i> = 126	No <i>N</i> = 449			
Frequency of using AI in learning	1.98 (0.69)	1.40 (0.76)	16,831.00	< 0.001	0.31

Key: mean (standard deviation); 0 – never, 1 – rarely, 2 – often, 3 – always; *U* – Mann–Whitney *U* statistic; *p* – significance; *r* – effect size.

An analysis of the relationship between generating private message content using AI and submitting work produced with AI revealed that this variable was statistically significant ($p < 0.001$). Those who reported submitting work produced using AI were more likely to use AI to generate private messages (31.10%) than those who did not submit work produced using AI (18.25%). Details are presented in Table 4.

Table 4 . Generating the content of private messages using AI versus submitting work produced by AI (N = 575)

		Generating the content of a private message		χ^2	<i>df</i>	<i>p</i>
		Yes	No			
Submission of work carried out by AI	Yes	51 (31.10%)	113 (18.25%)	11.31	1	<0.001
	No	75 (18.25%)	336 (81.75%)			

Key: frequency (percentage); χ^2 – chi-squared statistic; *df*– degrees of freedom; *p* – significance

Analysis using the Mann-Whitney U test revealed a statistically significant difference in the frequency of AI use at work between employees who used AI to generate private messages and those who did not use this type of support ($U = 14,834.50$; $Z = -4.71$; $p < 0.001$). Employees using AI to generate private messages had a higher mean rank for the frequency of AI use at work (300.55) than employees not using AI for this purpose (232.33), indicating that they also used AI more frequently at work. Details are presented in Table 5.

Table 5 . Generating private message content using AI versus frequency of AI use at work (N = 493)

	Generating the content of a private message		<i>U</i>	<i>p</i>	<i>r</i>
	Yes <i>N</i> = 106	No <i>N</i> = 387			
Frequency of using AI at work	1.17 (0.97)	0.69 (0.81)	14,834.50	< 0.001	0.21

Key: mean (standard deviation); 0 – never, 1 – rarely, 2 – often, 3 – always; *U* – Mann–Whitney U statistic; *p* – significance; *r* – effect size.

The next stage of the analysis considered respondents' statements regarding the use of artificial intelligence tools to complete or modify profiles on social media and dating websites. Respondents most frequently indicated that they did not use AI for this purpose. The detailed distribution of responses is presented in Table 6.

Table 6 . Use of artificial intelligence (AI) tools to complete one's profile on social media or dating sites (N = 575)

	Frequency	Percentage
No	534	92.9%
Yes, to generate/modify the description	27	4.7%
Yes, to generate/modify a photo	7	1.2%
Yes, to generate/modify a photo and to generate/modify a description	7	1.2%
Total	575	100.0%

An analysis of the relationship between generating private messages using AI and using AI to complete one's social media profile (description, photos) revealed that this variable was statistically significant ($p < 0.001$). Those who reported using AI to complete their profile were more likely to use AI to generate private messages (51.22%) than those who did not use AI for this purpose (19.66%). Details are presented in Table 7.

Table 7 . Generating the content of private messages using AI versus generating/modifying profile elements on social media using AI (N = 575)

		Generating the content of a private message		χ^2	df	p
		Yes	No			
Generating/modifying profile elements on social media using AI	Yes	21 (51.22%)	20 (48.78%)	22.16	1	<0.001
	No	105 (19.66%)	429 (80.34%)			

Key: frequency (percentage); χ^2 – chi-squared statistic; *df*– degrees of freedom; *p* – significance

In summary, in the study group, approximately 21.9% of respondents stated that they had used AI to generate the content of private messages, whilst the vast majority of respondents, i.e. approximately 78.1%, did not use artificial intelligence for this purpose. This means that the use of AI in private communication was not the predominant way of utilising this technology, but constituted a noticeable pattern of behaviour observed among some of the students surveyed.

It appears that it is **the younger participants who are more likely to incorporate generative tools into the process of creating private messages**. Eurostat data from 2025 reveal a similar trend. Among people aged 16–24 in the European Union, 63.8 per cent used artificial intelligence tools, whilst in the general population aged 16–74, this figure stood at 32.7 per cent. At the same time, young people were more likely to use AI **for personal and educational purposes** than the general population (Eurostat, 2026).

People without children were also more likely to answer in the affirmative compared with those with children (8.86%). The higher proportion of affirmative responses among people without children may be linked to the younger age of this group. Consequently, the observed difference need not stem solely from parental status itself, but may be partly due to the co-occurrence of childlessness with younger age, which in this study proved to be significantly associated with more frequent use of AI tools.

The analysis did not reveal any significant gender differences in the use of AI to generate private messages or in the use of mediated communication. This means **that both women and men reported similar levels of use of generative tools in this area of communication**. These findings are consistent with other studies (Gasaymeh et al., 2025), in which gender does not always differentiate the actual use of AI tools, in the context of analysing the overall frequency of use or their application in communication. It appears, however, that gender differences may manifest themselves more in attitudes towards AI, assessments of its usefulness, or concerns regarding its impact, rather than in the actual use of the tool itself. It seems reasonable to take this aspect into account in future research, particularly to determine more precisely whether the absence of gender differences relates solely to the frequency of AI use, or also to motivations, modes of use and ethical assessments associated with the generation of private messages.

The results indicate that the use of AI to generate private messages led to differences in stress levels among the participants. **Those who reported using generative tools for this purpose scored significantly higher on the stress scale**, which may suggest that AI is sometimes used as a form of communicative support in situations requiring stress regulation, the structuring of utterances, or a reduction in the level of overload—both in the cognitive-attentional and emotional contexts of the participants. Similar findings regarding the relationship between stress and AI use were reported by Chavez Sosa and Huancahuire-Vega (2026), who demonstrated that, amongst medical students, dependence on AI tools was positively correlated with stress, anxiety and depression; whilst the association with stress was weak, the correlations with anxiety and depression were moderate (Chavez Sosa & Huancahuire-Vega, 2026, p. 7). It is worth emphasising that the use of artificial intelligence can serve as a form of self-regulation and stress relief, although excessive reliance on it may reinforce dependence and reduce autonomy. However, interpretative caution is warranted, as the correlation result does not allow us to determine whether stress increases the propensity to use AI, or whether greater reliance on AI co-occurs with higher levels of stress.

It is worth noting that, within the analysed triad of variables comprising depression, anxiety and stress, no statistically significant relationship with the use of AI-mediated communication was found in relation to depression or anxiety. This finding points to the validity and need for further research to identify the nature of these relationships more precisely and to explain **why stress, in particular, may be specifically linked to the use of AI in interpersonal communication.**

The absence of significant differences in self-esteem levels between those who use and those who do not use AI-mediated communication may suggest that **the generation of private messages is not directly linked to an individual's overall self-assessment.** Self-esteem, as measured by the Rosenberg scale, relates rather to an individual's general, relatively stable attitude towards themselves, whereas the use of AI in communication may be of a more situational, practical or regulatory nature. Perhaps the use of AI in interpersonal communication does not necessarily stem from low self-esteem, but may constitute a practical strategy to support the communication process. However, in future research, it would be worthwhile to consider further explanatory variables for individual differences in the use of AI to generate private messages.

A further finding concerns **the relationship between generating messages using AI tools and internet addiction among the study participants.** Those who reported using AI to generate private messages scored significantly higher on measures of internet addiction than those who did not use this type of communication support. This finding suggests that the use of generative tools in private communication may co-occur with a more intense, problematic pattern of digital technology use. The use of AI tools to quickly compose messages may become a habitual **compensatory mechanism.** Chat becomes a quick antidote to the discomfort arising from feelings of uncertainty or helplessness when faced with communication or verbal confrontation. In the context of generating private messages, this may mean that AI serves not only as an editing tool, but also as a means of coping with communication, interpersonal tension or obtaining rapid support.

Furthermore, the findings indicate that **people who used AI to generate private messages were also more likely to use artificial intelligence in other areas of their lives.** This was particularly evident in the context of education and learning. This may suggest that generating private messages using AI is not an isolated behaviour, but part of a broader pattern of using this technology, encompassing both personal activities and study-related tasks. A similar trend was observed in relation to professional work. Those who used AI in private communication were also more likely to report using it in a professional context.

The results also showed that **people using AI to generate private messages were more likely to report submitting written work (assignments) produced by AI.** This may indicate a greater willingness among this group to use generated content. Also of significant importance is **the more frequent use of AI to complete profiles on social media or dating sites by those who generate private messages.** This finding suggests that artificial intelligence is used as a tool to shape and enhance one's self-presentation in the digital environment.

The research findings suggest that the use of AI to generate private messages may be **part of a broader pattern of more intensive AI usage.** These individuals are more likely to use AI in multiple ways, across various spheres of life – from education and work to digital self-presentation – integrating AI into their everyday lives on an ongoing basis. It may be **that a pattern of dependent use of AI in interpersonal communication is emerging** among the study participants; however, such a conclusion requires caution and deeper research consideration, and may serve as inspiration for further research in this area.

Conclusion

In the context of **transactional analysis**, the use of artificial intelligence to compose private messages may, to some extent, disrupt the Adult–Adult relationship. This relationship is based on honesty, responsibility and communicative authenticity, which enable both parties to express their own needs,

emotions and positions in an atmosphere of mutual respect and being treated as individuals. Operating in the 'I-Adult' state allows for an accurate assessment of the current situation and a response to reality using all available cognitive, emotional and social resources (Stewart and Joines, 2018, p. 26).

In this framework, the algorithm appears as a 'third participant' in the act of communication, its censor or even its author, which transforms this act into a relationship co-created and directed by technology. A person who delegates their private correspondence to the competence of AI may in this way undermine their autonomous Adult, relinquishing – not necessarily consciously – the opportunity for genuine closeness. Instead, the Child's protective mechanism is triggered, prompting it to guard against communicative failure, reduce stress and the fear of rejection, and strive to avoid tension. In this situation, the person hands over control to technology, which may partially take over the normative functions traditionally associated with the Adult and even Parent states. In this relationship, AI helps the Child to choose the tone of their utterances, organise their content, reduce their fear of judgement, and may even 'protect against the manifestation of behaviours resulting from collusion' (Jagięła, 2012, p. 48). In this way, part of the Adult-Self state is delegated to an external tool, which allows the submissive Child-Self—one seeking approval, controlling expression, and catering to the expectations of those around them rather than necessarily their own needs—to come to the fore more strongly in the act of communication. This does not necessarily imply a weakening of the user's autonomy, but rather points to the emergence of new forms of mediation in interpersonal relationships, distinct from those previously observed. Transactional analysis undoubtedly provides interesting analytical insights here; however, interpretative caution is required, as the correlational result does not allow us to determine the direction of the relationships identified earlier.

The introduction of artificial intelligence into interpersonal communication can be regarded as the next stage in the development of technology-mediated communication. It is no longer solely about computer-mediated communication, but about communication in which an algorithm actively participates in the process of meaning-making. For this reason, communication mediated by artificial intelligence tools requires a re-examination of classical theories of computer-mediated communication, particularly with regard to categories such as the sender's intention, the authenticity of the message, impression management, responsibility for the content of the message, and the transparency of technology's role in interpersonal interaction (Hancock et al., 2020, p. 90).

AI systems can significantly alter the course of human interactions, influencing not only the way messages are formulated, but also their reception, interpretation and relational significance. This phenomenon has important consequences not only for individual users, but also for the functioning of organisations and broader social processes. In a reality increasingly shaped by artificial intelligence, it is particularly important to examine and reflect on how technology affects everyday interpersonal communication and, consequently, interpersonal relationships (Chen et al., 2024, p. 2).

Young adults may use artificial intelligence tools to assist them in composing private messages and emails, as this helps them to organise their thoughts, select appropriate vocabulary, proofread their text and adapt the tone of their message to the communicative situation. AI can also reduce the time taken to prepare a message, soften the tone and ensure politeness and clarity. Using AI can help reduce the level of stress and tension associated with interactions that may be verbally challenging. In this sense, these tools can serve as both emotional and cognitive support in interpersonal communication. At the same time, there is a risk of a gradual erosion of the personal, authentic dimension of communication. Over-reliance on generative tools may lead to a reduction in students' autonomy in formulating their own statements, as well as to the reinforcement of an avoidance-based pattern of coping with difficult relational situations in which it is necessary to directly express one's own thoughts, emotions or boundaries.

It seems justified to continue research into AI-mediated communication, including the generation of private messages, particularly as this is a phenomenon of growing social and psychological significance. Future analyses should cover a broader range of variables to enable a more in-depth understanding of its determinants, dynamics and potential consequences for an individual's functioning.

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