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Role Of Creativity In Shaping Career Preference

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Introduction

Creativity is used to express unique ideas, envision an unconventional way to reach the top, and shape career preferences in an innovative way that would otherwise have not been possible. It promotes innovation and adaptability which are required as per today's competitive job environment. Creative thinking motivates people to pursue careers based on what they experience as their interests and strengths, instead of conventionally expected roles. Creativity can be related to decision making and materialization for the self as well as in the arts and entrepreneurship, and even in science and technology. With their value of originality and self expression in sight, people have begun to use creativity as a guiding factor when it comes to selecting a career that gives both professional success and personal satisfaction.

Creativity is multifaceted and dynamic, and it is both an influencer as well and a product of human development, problem solving, innovation, and self expression. This is even more important in the world that changes much faster now, and where adaptability, as well as originality, are the basics of your success not only in one but in all domains. In education and career development, creativity is not just an integral of human nature, but at the same time, it encouraged and fostered the critical thinking, exploration, and personal growth.

Many different psychologists, educators and scholars have made an attempt to define creativity from different perspectives over the years. Here are some widely accepted definitions:-

Guilford.J.P (1950): Guilford was a pioneer in the study of creativity and defined it as divergent thinking, the ability to product a large number of solutions to a defined problem. This marks it apart from convergent thinking, i.e. thinking that produces a single correct answer.

Torrance.E.P (1966): Torrance is referred to as the ‘father of creativity research’, and her definition of creativity has been conceptualized as the process of sensing a gap or problem, proposing ideas or hypotheses, testing them, and communicating the test results. To measure such creative potential, he developed the Torrance Tests of Creative Thinking (TTCT).

Mihaly Csikszentmihalyi (1996): According to Csikszentmihalyi, creativity is a system wherein a person interacts with a domain (e.g., art, science) and a field of experts (within the domain). Instead, he made clear that creativity flows from a novel contribution that is regarded as valuable by other people in the field.

Gardner.H (1983): Gardner’s theory of multiple intelligences included creativity as one of the ways in which creativity is manifested in terms of individual strengths in musical, spatial, linguistic, and interpersonal intelligence.

Lubart.T.et.al., (1995): They had a creativity investment theory in which creative people ‘buy low and sell high,’ in the world of ideas, by generating ideas at first unpopular or undervalued but with great potential.

Theories of Creativity

multiple theoretical lenses to creativity have been used to examine it, all of which have provided valuable insights:-

Psychometric Theories: The first group is primarily dedicated to measuring creativity using tests and assessments. In Guilford’s Structure of Intellect model, it was particularly emphasized that core elements of creativity involve divergent thinking and the qualities of fluency, flexibility, originality, and elaboration.

Cognitive Theories: They explore what happens in the mind when trying to be creative, memory, attention, problem solving, for example. One of the things that people are often associated with being creative is the ability to make novel associations and restructure known information in different ways.

Developmental Theories: The latter are focused on what happens over the lifespan in terms of the development of creativity. Thanks to Jean Piaget and Lev Vygotsky contributions, this understanding of how creativity in children is fostered by their play, exploration or social interaction, has been made.

Social-Personality Theories: These highlight personality traits and environmental factors that affect a person’s level of creativity. Examples of high creativity traits include openness to experience, risk taking, intrinsic motivation and tolerance for ambiguity.

Systems Theory: This theory proposes that creativity is not just a personal characteristic but is an intersection between the person, domain of expertise and social environment (field), which have creative contribution.

Componential Theory : Three major components regarding creativity are [domain relevant skills] [creativity relevant processes (e.g., knowledge of heuristics, cognitive styles)] and [task motivation (especially intrinsic motivation)] according to Amabile.

Importance of Creativity

It should in no way be regarded that creativity is confined to one particular sector of human life (or even severally more, at which it is, say, scarcely cultivated); rather, it is indispensable in many respects integrally in all the dimensions of human life. We can see how important it is in education, development, a workplace and a broader advancement of society.

1. In Education

It helps with learning: The ability to be creative stimulates interest in the subject, for example, it can make you explore various points of view and further understand the discussed content.

It encourages critical thinking: As creative students, our student's learn to question these assumptions, critically analyze information and create new ideas.

It fosters Motivation: Enabling students to explore and spread their imagination makes them more likely to be motivated and invested with learning.

2. In Career Development

Creative thinking: It enables the person to think of the various career paths and think of career opportunities that exist beyond other defined roles.

Creativity in the workplace is especially valued for its contribution to the creativity of developing imaginative solutions to difficult problems.

Creativity: Creativity is the key weapon used by entrepreneurs in developing new business ideas, and adapting to market demand, as well as resolving problems.

Creative people are more adaptable: In a continuously fluctuating job market, they will more effectively adapt, learn new skills and be more resilient.

3. In Personal and Social Development

Creativity: it facilitates self expression of emotions, ideas, identities, that further enhance self awareness and self confidence.

engages in creative activities as therapeutic activities which help reduce stress and anxiety and depression.

Creative Works in Art, Literature, Music: When creativity occurs in the art, literature, and music, the society is enriched, cultural diversity is promoted, and social change is seen.

In order for educational institutions or families to nourish creativity, there needs to be a deliberate step taken to accommodate such creativity.

Career preferences

involve individuals choosing their professional ways based on personal interests, values, skills, and goals concerning their life. The factors influencing these preferences are varied and include personality, education, family influence, economic conditions, exposure to different careers. One of the key things to understand is one's career preferences since it helps one link one's strengths and passions with possible jobs one could take for one to be satisfied with their jobs and more fulfilled.

Even from a young age, they start to begin to form an idea of what might want to do in the future. The ideas may be influenced by the parents, teachers, media or role models. The thing is, everyone grows, people change, and they acquire more and more knowledge about themselves and the working world so that their career preferences keep changing. For example, an initially aspiring doctor student may later begin to be very passionate about technology and decides to pursue computer science.

Central to priorities in the career domain are interest and aptitude. As usual people want to do what they enjoy doing and things they can be good at. Interest inventories, personality tests, and career counseling, among other techniques, can aid in confirming possible career paths for an individual as per its natural traits. Moreover, the decisions about career are influenced by values as job security, income potential, work life balance, and opportunities for growth. Some careers are considered more highly valued in some cultures or family and others less so. Also, peer influence and social phenomena like the phenomenon of the digital media or environmental awareness can lead people to new fields like B2B digital marketing or sustainable energy.

As the world develops more on technology and the world is globalized, work is changing. With this shift, being adaptable and being willing to learn throughout life is necessary to keep checking whether your career choice is still fitting the market. On the other hand, career guidance programs and educational institutions are very important to enable students to know their options and take informed decisions. Students are offered the chance to do internships, job shadowing and project based learning to give them a practical perspective of other professions and ways to develop the skills that are relevant in the workplace.

Review Of Literature

Gilhooly.K.(2025), in According to creativity: definitions and computability paper, whether creativity is computable depends on its definition. Although some computer outputs could be defined as creative, should they be defined by external results such as novelty and value (applied approach). However, if computers are defined in terms of their internal processes such as agency and intention (pure science approach), then they cannot truly be creatively, because they are not given to really agency.

Lazovsky.G.S.et.al.,(2025), in The creative inquiry paper examining the link between question asking and prompt engineering demonstrates that both are creative activities that require one to be creative, somewhat critical and flexible. Additionally, it illustrates the collaboration of crafting prompts and questions and suggests better processes of engagement and communicationality with language models using Bloom's taxonomy.

Luchini.S.A.et.al.,(2025), in Rate the originality of short stories in 11 languages, automated assessment of creativity in multilingual narratives: LLMs are able to rely on human ratings to score short stories in 11 languages while at least matching human ratings. It provides the first effective and multilingual tool for automated narrative creativity assessment.

Li.L (2025), in The study that explores hybrid ideas of artificial intelligence and human : Growth of creativity in college educational programs shows that chat GPT is used in the higher education and together serves as positive stimulator of student creativity and perception. What it emphasizes is how ChatGPT can help in improving the creative thinking and help in the innovative teaching methods.

Bellemare.A.et.al.,(2024), in A new evaluation framework and large dataset are used to compare LLMs and humans on divergent creativity in humans and large language models. In its findings, it found that LLMs can outdo people in tasks like creative writing but stresses that there should be more work on why human creativity is special.

Sawyer.R.K.et.al.,(2024), in Science of human innovation: explaining creativity provides a full discussion and overview of the science of human innovation, and includes cognitive, personal, social and cultural factors. By adding new insights on creativity's links to technology, wellbeing and self, this is an excellent edition to aid understanding of creativity across disciplines.

Zhao.Y.et.al.,(2024), in The paper provides a framework to assess LLM creativity with adapted Torrance Tests across 7 tasks and 4 criteria: (fluency, flexibility, originality, elaboration). It shows LLMs shine in

elaboration but not originality, and creativity becomes better with prompt design, role-play, and collaboration among models.

Patterson.J.D.et.al.,(2024), in At the end of this paper, we introduce AuDrA, an automated approach for scoring visual creativity in drawings. AuDrA is trained on over 13,000 drawings and the scores align very well with human ratings, significantly outperforming simple complexity measures, and provides a reliable, time efficient way of assessing drawings.

Abdalla.S.et.al.,(2024), in At the end of this paper, we introduce AuDrA, an automated approach for scoring visual creativity in drawings. AuDrA is trained on over 13,000 drawings and the scores align very well with human ratings, significantly outperforming simple complexity measures, and provides a reliable, time efficient way of assessing drawings.

Natale.S.et.al.,(2024), in In this paper, I introduce the ‘Lovelace Effect’, users seeing AI as creative, instead of what AI is per se and use this notion to shift the perspective from what it is to how its experienced. It demonstrates how creativity perceptions can come from AI’s output as well as from users’ interaction and context using the AICAN art system.

Anderson.B.R.et.al.,(2024), in In homogenization effects of large language models on human creative ideation, we identified how ChatGPT helps users generate more and richer ideas and that it also results in less diverse outputs from users and more loss of ownership. On that note, it provides a set of benefits and challenges of LLMs as tools for creativity support.

Abdugodirova.D.et.al.,(2024), in the role of emotional creativity in student’s decision-making
This paper shows how emotional creativity improves students’ decision making by using emotional intelligence and creative thinking. It supports the idea of raising more adaptive, thoughtful people through the process of emotional creativity within education.

Habib.S.et.al.,(2024), in In terms of examining the impact of generative artificial intelligence, ChatGPT-3 on student creativity, the authors tested it using AUT tests to measure students’ fluency, elaboration, flexibility, and originality in a college course. The study attempts to be a guide for instructors on how to use AI to promote creativity.

Amjad.A.I.et.al., (2024), in Since the results reveal that student leadership and creativity meaningfully boost students’ academic success, and since creativity seemed to somehow serve as a crucial mediator on this

relationship, we termed this study as literature well-being as moderator study of student leadership and creativity on academic success. However, well-being did not substantially moderate this relationship. It therefore says that it is only possible to support student achievement with positive psychology.

Hidayat.F.A., (2024), in Examining 66 studies published from 2015 to 2023 that investigate the use of AR in math education, augmented reality applications for mathematical creativity finds that AR increases students' creativity in problem solving and collaboration. This presents tools such as Unity3D and Vuforia as well as how AR can improve equity, curriculum, and teaching quality.

Atrup.A.et.al.,(2023), in This paper develops the study of the effect of entrepreneurship education and creativity on students entrepreneurial intention from the perspectives of effectuation and cognitive flexibility theory, and reveals that entrepreneurship education and creativity can positively impact students' entrepreneurial intention. Effectuated and Cognitive Flexibility theories are used to guide the students to acquire adaptability, creative thinking and business skills in identifying opportunities and managing uncertainty.

Poláková.M.et.al.,(2023), in Soft skills and their importance in the labour market under the conditions of Industry 5.0: the place of soft skills in the labour market in the context of Industry 5.0. It studies job posts from 19,000 companies and finds that, while tech skills are necessary for working in technologically focused workplaces, human skills can help in building adaptability and success in such an environment.

Everaert.P.et.al.,(2023), in A multi actor perspective on problem solving and creativity study using design thinking in university courses shows that students learn to a greater extent on improving the problem solving skills and creativity through the use of design thinking in their courses; a more 'agile' approach for learning and teaching. It can be used to help integrate design thinking into higher education to develop building core workforce skills.

Bas.M.T.et.al.,(2022), in Based on this study, the "decorative arts" course has an effect of increasing creative and critical thinking dispositions of the nursing students, particularly with prolonged exposure, which indicates the importance of this course in nursing education.

Theoretical Framework

Hypotheses

There will be significant relationships between Creativity and Shaping Career Preference among last year school students.

Scope and Limitations

This research will revolve around Creativity and Career Preference of 12th class school students. In this research I will describe what is the relationship between Creativity and Career Preference are related to each other. This research will help Teachers along with parents and authorities to understand what drives student career decisions because schools commonly direct students toward their future occupations.

Rationale and Significance

This research is important because of the essential role of creativity in shaping career preferences has emerged as a significant life skill in modern times and Creativity serves as one of multiple variables which demonstrate substantial yet seldom recognized ability to steer a student toward their chosen career path.

Statement of the Problem

Looking forward to find the answer that is there any significant relationship between Creativity and Career Preference.

Methodology

Purpose of the Study (Aim)

My purpose for conducting this research is to find the role of Creativity in Shaping Career Preference among 12th class school students I.e., 16-20 age group students.

1. Research Design

The research design can be said to be a system of research procedures or research strategies. which is suggested, in such a way that all of the study's aspects are combined in a logical and coherent It was necessary to handle the research issue in a manner. The study design is a guide from which to gathering, measuring, and interpreting information. The hypotheses were determined in this through an empirical research design. To arrive at the result, the research uses the **quantitative survey approach**. The study includes **a sample of school students at the time they are in their last year i.e., 12th class age group 16-20**. Standardized assessment tools were used to assess the two variables, Creativity levels and Career

Preference. An extensive literature review was undertaken to understand the research gaps in the previous and current literature. Purposive sampling was utilised to collect data-from 50 people who were in their last year of schooling, in it there is a data of **25 boys and 25 girls**. Two tools were **offered in the physical printed form**. The scales used are; **Passi Test of Creativity (PTC) scale by B.K Passi and Career Preference Record (CPR) by Vivek Bhargava and Rajshree Bhargava**. Quantitative tools of measurement from Descriptive Statistics were used to examine the relationship between variables under research, and statistical processes from SPSS (ver.28) were used for scoring and analysis.

2. Description of Samples

A sample of **N=50** was taken which included **12th class students** aged between **16 and 20** (M=25, F=25). Individuals age of 16-20 who can read and comprehend English as well as text on a phone or other device met the inclusion criteria. They excluded individual who were out of this age group and those who can't read and comprehend basic English. Sampling method is Purposive sampling. It is a type of non probability sampling that preselected respondents on their own judgment from general population and who will participate the survey. It is also termed as judgmental sampling because the investigator has made decisions (or judgement) based on his impressions of the cases at hand, which are presumed to be a representative sample of the population. On the whole, it is less expensive and more accessible to professionals. Another way is also a practical method. The sample consists only of those who are relevant. You cannot know whether the sample is really random or representative of the entire population. When the investigator is too much of a highlighter, the chances of error shoot through the sky.

3. Ethical Considerations

- 3.1. Informed- Consent: Guaranteeing that participants (voluntarily) know the why, what, how, and how much a study would require of them.
- 3.2. Privacy- Confidentiality: Protection of participants' personal information confidentiality and maintaining of participants' privacy during the research process.
- 3.3. Respect for volunteers: Tidies participants up with dignity, respect and sensitivity, and regards their autonomy and rights as research people.
- 3.4. Avoiding Harm: Ensuring that risks to participants are reduced to the level that is acceptable, and measures taken to minimize those risks or to prevent or eliminate adverse effects associated with the research.
- 3.5. Fairness-Equity: Preventing discrimination against research participants in the way they are recruited and treated on the basis of factors such as their race, ethnicity, gender, age, disability, or socioeconomic status.
- 3.6. Transparency- Honesty: Preventing discrimination against research participants in the way they are recruited and treated on the basis of factors such as their race, ethnicity, gender, age, disability, or socioeconomic status.

3.7. Checked Conflict of Interest: The researcher must disclose any potential conflicts of interest linked to being an affiliate or a user of the funding source or of the personal relationships of the researcher.

3.8. Research Integrity: Using honesty, integrity, and adherence to professional standards when conducting research, including in data handling, reporting of results and acknowledging of contributions.

3.9. Compliance with Regulations: Respecting rules, regulations, and ethical requirements for research involving human participants such as obtaining approval from institutional review boards or ethics committees to comply with the provisions of laws, regulations and ethical requirements.

4.Procedure

For data gathering, the following actions were taken:

4.1. That acknowledging an ethical conduct of research and that they are accountable for any positive or negative outcomes that the study's findings may produce.

4.2. It is after being told how the study respects the ethical considerations and guidelines. The respondents gave their informed consent to the confidentiality of the study.

4.3. The responders were emailed the questionnaire on email to complete.

5.Statistical Analysis

The strength of the association between Creativity and Career Preference was measured using **Spearman's Correlation**. The data was analyzed with SPSS 28. In addition, Means and Standard Deviations formulas were also used.

6.Scoring

6.1 Scoring for Creativity Record

In this there are around 6 sections where each section has certain segment to be conducted. First segment is about seeing problem test in this there is a word given and the participants have to write as many defects that they face in it. The next segment is about Unusual Uses test, third segment is about Consequences test, fourth segment is about test of Inquisitiveness, fifth segment is about square puzzle test and the sixth segment is about Blocks test all these segments are time bounded and to be conducted within the time frame. After this average time is calculated and results are found.

6.2 Scoring for Career preference Record

This test contains of check boxes. There are total 100 boxes and each box contains of two choices. The participants have to tick one option in each box. After this the results is calculated with the sum total of horizontal boxes versus vertical boxes. Then the final score is checked in the scoring table for the result.

Result

1.Result tables

Table 1:- difference of ‘t’

S.no	Groups	N	Mean	Standard deviation	t	df	statistical significance
1.	Boys	25	10.4	1.87	-1.536	24	0.137
2.	Girls	25	12.8	2.91			

Table 2:- Grade comparison between boys and girls

Average Z-score	Average Z-score (girls)	Average Grade (Boys)	Average Grade (girls)
-0.85	+0.26	Average	Above Average

Table 3:-Correlation table

S.no	Variables	Data (N)	Mean	Correlation (r)	statistical significance
1.	Career preferences	50	13.42	+0.8591	0.0132
2.	Creativity	50	11.6		

2. Discussion of Result

Thus, The girls scored higher on the creativity scale than the boys (320 vs 260). This supports your point that there do exist gender differences in creativity amongst your sample. It looks like a moderate spread of scores about the mean, since the standard deviation is 3.31. This proves the observation made previously—that girls always outscore boys in terms of creativity. It echoes that their above average Z score is for stronger creative performance as the higher average grades. Negative Z score of Boys indicates that they show lower creative aptitude as compared to the sample mean. Students have moderately high career preference scores and standard deviation of 3.83 which suggests that students do indeed have a healthy range of career interests. The variation of this may be from different influences such as personal creativity levels. A very high positive correlation ($r = +0.8591$) exists between creativity and career preference. Perhaps one of your central findings, this also demonstrates that the more creativity there is, the more or the stronger career preferences become. Those more creative students tend to have more definite or higher aspirations in their career than others.

Discussion

On this study, the relationship between creativity and the formation of preference in a career among last school year students was examined. The results indicated a statistically significant link to show how creativity can affect the career of the students. This finding is consistent with past research that reveals the notion that each person's uniqueness varies in their creativity does influence how young people perceive career opportunities, create plans to meet their future, and decide career paths.

Creativity is commonly defined as a cognitive and personality trait that enables the generation of novel and useful ideas in a way that unconventionally deviates from what is normal. Students who have high levels of creativity might prefer alternative or inventive career paths rather than the traditional ones. In many cases, they are open-minded, intrinsically motivated, and able to think of possibilities that bypass the realm of normal choices. In today's dynamic job market, with the emergence of new industries and roles at an ever increasing rate through the influences of technological and social changes, these attributes are key in identifying appealing careers for which students may choose to learn and explore within their own fields of interest and abilities. In the final year of school, the school years at which kids are sometimes expected to make critical decisions around postsecondary education or work, having this internal guidance is vital. People who are creative tend to gravitate towards careers that let them explore, develop, and express their personal drive for something creative, often surrounded by other people who have the same interests, which are often found in arts, design, entrepreneurial, technology and research fields.

In addition, the findings indicate that creative students are more apt at dealing with the uncertainties and complexities of the modern work environment. Creativity helps students in the problem solving capacity, helps students to solve the problem and also develop their resilience, to overcome the challenges in their learning curve and also help students in their career planning. For instance, an imbued with creativity might be willing to side jobs, their own small business or find the crossing a couple of likes in the within the style of a hybrid career—all of these involve some to examine and imaginative considering.

In educational settings, encouraging creativity development can supply students with the tools they must assume decisions regarding their career once they develop into adults. Creativity improving activities should be incorporated into the curriculum of schools, e.g. Project based learning, arts education and interdisciplinary types of challenges which can foster innovative thinking. Additionally, these career guidance programs should also acknowledge and encourage the contribution of creativity in shaping students' vocational interest through enabling them to see new possibilities of careers. The finding of its significance is, however, of course an apparent trait among additional factors influencing students' choices. Other elements such as academic achievement, socioeconomic background, parental influence, access to resources and so on might also have its impact. Despite this, creativity seems to be a strong and meaningful contributor in both forming and further articulating the nature of careers that 'fit' students' identities and aspirations.

The study also notes that it is critical to identify creative potential at the earliest point and nurture it. If schools and families watch for and nurture creativity as an asset, they have an environment for creativity to flourish. Therefore, it can enhance student engagement, motivation and satisfaction in educational and career implementation processes. In the future, creative people could also add to a more innovative and more flexible workforce, the world needs, in order to be economically and socially successful.

Conclusion

Recently, it has been increasingly constituted as a very important basis for both personal and professional development, particularly in a world in which technology moves faster and faster and the work models are constantly changing. This research supports that creativity has a positive and important contribution to determine career preferences. It allows people to fit their professional path into their passions, talents and the wish for meaningful work. Many creative people do not fit into the standardized roles for their other professional fields as they would rather take on more dynamic and expressive fields as they are people who easily adapt to the ever changing job market. Perhaps one of the most shocking reports from this study is that the girls were more creative than the boys. It goes against traditional norms of gender and highlights the necessity of girls being empowered in the areas of career decision making. Their creativity sets them up well in having success across different fields, whether dominated by the men or not, from STEM to entrepreneurship,

to leadership. Promoting girls in applying the creative aspects of their strengths to these areas can further lead to gender equality and workplace diversity. However, creativity is not enough to define career outcomes. Consequently educational systems, families and career advisors must work together to create an environment to recognize and develop creativity within all students. Understanding students' true interests and how best to fit them is very important, and personalizing careers that fit can be done through personalized career guidance and creative learning methods such as project based tasks and interdisciplinary approaches respectively. Creativity therefore is not a personality trait, it is a potent career asset. This provides individuals the ability to adapt, innovate, and be found satisfaction in their work. Helping to support the creative growth, particularly for girls is a way to build a future workforce that is diverse, inspired and prepared to flourish in an increasingly uncertain world.

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Appendices

Scale1:- Passi Test of Creativity (PTC) scale by B.K Passi

CAREER PREFERENCE					
Area	MM ₁	AD ₁	ScT ₁	AG ₁	CM ₁
MM ₂	1 <input type="checkbox"/> Radio Journalist	1 <input type="checkbox"/> Singer	1 <input type="checkbox"/> Atomic Scientist	1 <input type="checkbox"/> Agriculture Scientist	1 <input type="checkbox"/> Computer Operator
	2 <input type="checkbox"/> T.V. Journalist	2 <input type="checkbox"/> News Paper Editor	2 <input type="checkbox"/> Crime Reporter	2 <input type="checkbox"/> News Reader	2 <input type="checkbox"/> Cartoonist
AD ₂	1 <input type="checkbox"/> Film Producer	1 <input type="checkbox"/> Musician	1 <input type="checkbox"/> Anthropologist	1 <input type="checkbox"/> Veterinary Doctor	1 <input type="checkbox"/> Chartered Accountant
	2 <input type="checkbox"/> Dancer	2 <input type="checkbox"/> Magician	2 <input type="checkbox"/> Fashion Designer	2 <input type="checkbox"/> Furniture Designer	2 <input type="checkbox"/> Textile Designer
ScT ₂	1 <input type="checkbox"/> Film Director	1 <input type="checkbox"/> Advertising Director	1 <input type="checkbox"/> Mechanical Engineer	1 <input type="checkbox"/> Horticulturist	1 <input type="checkbox"/> Company Secretary
	2 <input type="checkbox"/> Electronic Engineer	2 <input type="checkbox"/> Electrical Engineer	2 <input type="checkbox"/> Chemical Engineer	2 <input type="checkbox"/> Computer Engineer	2 <input type="checkbox"/> Software Programmer
AG ₂	1 <input type="checkbox"/> Sound Technician	1 <input type="checkbox"/> Exhibition Designer	1 <input type="checkbox"/> Automobile Engineer	1 <input type="checkbox"/> Dairy Farmer	1 <input type="checkbox"/> Finance Manager
	2 <input type="checkbox"/> Poultry Farmer	2 <input type="checkbox"/> Soil Specialist	2 <input type="checkbox"/> Farmer	2 <input type="checkbox"/> Gardener	2 <input type="checkbox"/> Plant Breeder
CM ₂	1 <input type="checkbox"/> Radio Announcer	1 <input type="checkbox"/> Footwear Designer	1 <input type="checkbox"/> Marine Engineer	1 <input type="checkbox"/> Fertilizer Shopkeeper	1 <input type="checkbox"/> Custom Broker
	2 <input type="checkbox"/> Personal Secretary	2 <input type="checkbox"/> Shopkeeper	2 <input type="checkbox"/> Wholesaler	2 <input type="checkbox"/> Marketing Manager	2 <input type="checkbox"/> Stock Broker
M ₂	1 <input type="checkbox"/> T.V. Announcer	1 <input type="checkbox"/> Interior Decorator	1 <input type="checkbox"/> Environmental Scientist	1 <input type="checkbox"/> Forest Officer	1 <input type="checkbox"/> Surveyor
	2 <input type="checkbox"/> Gastrologist	2 <input type="checkbox"/> Dentist	2 <input type="checkbox"/> Pharmacist	2 <input type="checkbox"/> Anesthetist	2 <input type="checkbox"/> Speech Therapist
D ₂	1 <input type="checkbox"/> Cyber Point Operator	1 <input type="checkbox"/> Graphic Designer	1 <input type="checkbox"/> Aeronautical Engineer	1 <input type="checkbox"/> Agriculture Inspector	1 <input type="checkbox"/> L.I.C. Agent
	2 <input type="checkbox"/> Platoon Commander	2 <input type="checkbox"/> Subedar	2 <input type="checkbox"/> Air Traffic Controller	2 <input type="checkbox"/> Group Captain	2 <input type="checkbox"/> Soldier
TH ₂	1 <input type="checkbox"/> Magazine Reporter	1 <input type="checkbox"/> Sculptor	1 <input type="checkbox"/> Bio-chemist	1 <input type="checkbox"/> Fertilizer Specialist	1 <input type="checkbox"/> Transporter
	2 <input type="checkbox"/> Banquet Manager	2 <input type="checkbox"/> Historian	2 <input type="checkbox"/> Museum Curator	2 <input type="checkbox"/> Tour Secretary	2 <input type="checkbox"/> Club Manager
Lo ₂	1 <input type="checkbox"/> Cable Operator	1 <input type="checkbox"/> Artist	1 <input type="checkbox"/> Petroleum Engineer	1 <input type="checkbox"/> Agriculture Engineer	1 <input type="checkbox"/> Production Manager
	2 <input type="checkbox"/> Tax Lawyer	2 <input type="checkbox"/> Munsif Magistrate	2 <input type="checkbox"/> Solicitor	2 <input type="checkbox"/> Notary	2 <input type="checkbox"/> District Magistrate
C ₂	1 <input type="checkbox"/> Commentator	1 <input type="checkbox"/> Industrial Designer	1 <input type="checkbox"/> Mathematician	1 <input type="checkbox"/> Agriculture Researcher	1 <input type="checkbox"/> Export-Import Manager
	2 <input type="checkbox"/> Librarian	2 <input type="checkbox"/> Researcher	2 <input type="checkbox"/> I.T. Expert	2 <input type="checkbox"/> Sports Coach	2 <input type="checkbox"/> Education Officer
Total	MM ₁ =	AD ₁ =	ScT ₁ =	AG ₁ =	CM ₁ =

M ₁	D ₁	TH ₁	Lo ₁	E ₁		Grand Total
1 <input type="checkbox"/> Physician News Critic 2 <input type="checkbox"/>	1 <input type="checkbox"/> Colonel Script Writer 2 <input type="checkbox"/>	1 <input type="checkbox"/> Chief Press 2 <input type="checkbox"/> Photographer	1 <input type="checkbox"/> Judge Film Reporter 2 <input type="checkbox"/>	1 <input type="checkbox"/> School Teacher Camera-man 2 <input type="checkbox"/>		MMj 1+2 = MMj ₂ =
1 <input type="checkbox"/> Urologist Jewellery Designer 2 <input type="checkbox"/>	1 <input type="checkbox"/> Fighter Bomber Beautician 2 <input type="checkbox"/>	1 <input type="checkbox"/> Air Hostess Model 2 <input type="checkbox"/>	1 <input type="checkbox"/> Sub Divisional Magistrate Stage Director 2 <input type="checkbox"/>	1 <input type="checkbox"/> Music Teacher Painter 2 <input type="checkbox"/>		AD 1+2 = AD ₂ =
1 <input type="checkbox"/> Eye Specialist Food Technologist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Lieutenant Astronomist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Waiter Agriculture 2 <input type="checkbox"/> Engineer	1 <input type="checkbox"/> Senior Supdt of Police Architect 2 <input type="checkbox"/>	1 <input type="checkbox"/> Principal Microbiologist 2 <input type="checkbox"/>		ScT 1+2 = ScT ₂ =
1 <input type="checkbox"/> Psychiatrist Fishery Scientist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Captain Mineral Specialist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Reservation Manager Agriculture 2 <input type="checkbox"/> Teacher	1 <input type="checkbox"/> Police Inspector Rural Manager 2 <input type="checkbox"/>	1 <input type="checkbox"/> District Inspector of Schools Food Inspector 2 <input type="checkbox"/>		AG 1+2 = AG ₂ =
1 <input type="checkbox"/> Homeopathic Doctor Sales Executive 2 <input type="checkbox"/>	1 <input type="checkbox"/> Major Cashier 2 <input type="checkbox"/>	1 <input type="checkbox"/> Restaurant Manager Salesman 2 <input type="checkbox"/>	1 <input type="checkbox"/> Regional Transport Officer Bank Clerk 2 <input type="checkbox"/>	1 <input type="checkbox"/> Vice Chancellor Personal Manager 2 <input type="checkbox"/>		CM 1+2 = CM ₂ =
1 <input type="checkbox"/> Cardiologist Radiologist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Squadron Leader Surgeon 2 <input type="checkbox"/>	1 <input type="checkbox"/> Public Relation Officer Skin Specialist 2 <input type="checkbox"/>	1 <input type="checkbox"/> C.B.I. Officer Pathologist 2 <input type="checkbox"/>	1 <input type="checkbox"/> School Lecturer Veterinary Doctor 2 <input type="checkbox"/>		M 1+2 = M ₂ =
1 <input type="checkbox"/> Child Specialist Fighter Controller 2 <input type="checkbox"/>	1 <input type="checkbox"/> Commodore Commander 2 <input type="checkbox"/>	1 <input type="checkbox"/> Tour Manager Rear Admiral 2 <input type="checkbox"/>	1 <input type="checkbox"/> Income Tax Commissioner General (Army) 2 <input type="checkbox"/>	1 <input type="checkbox"/> Professor Air Marshal 2 <input type="checkbox"/>		D 1+2 = D ₂ =
1 <input type="checkbox"/> Neuro Surgen Archeologist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Wing Commander Hotel Decorators 2 <input type="checkbox"/>	1 <input type="checkbox"/> Tour Guide Travel Agent 2 <input type="checkbox"/>	1 <input type="checkbox"/> Police Commissioner Receptionist 2 <input type="checkbox"/>	1 <input type="checkbox"/> Physical Education Teacher Food & Beverage Manager 2 <input type="checkbox"/>		TH 1+2 = TH ₂ =
1 <input type="checkbox"/> Gynaecologist Indian Foreign Service 2 <input type="checkbox"/>	1 <input type="checkbox"/> Flying Officer I.A.S. 2 <input type="checkbox"/>	1 <input type="checkbox"/> Taxi Driver Custom Officer 2 <input type="checkbox"/>	1 <input type="checkbox"/> Criminal Lawyer Civil Lawyer 2 <input type="checkbox"/>	1 <input type="checkbox"/> Director of Education Political Leader 2 <input type="checkbox"/>		Lo 1+2 = Lo ₂ =
1 <input type="checkbox"/> Physio-therapist Lab Technician 2 <input type="checkbox"/>	1 <input type="checkbox"/> Brigadier Research Guide 2 <input type="checkbox"/>	1 <input type="checkbox"/> House Keeper Religious Teacher 2 <input type="checkbox"/>	1 <input type="checkbox"/> District Judge Asstt. Professor 2 <input type="checkbox"/>	1 <input type="checkbox"/> Computer Teacher Author 2 <input type="checkbox"/>		E 1+2 = E ₂ =
M ₁ =	D ₁ =	TH ₁ =	Lo ₁ =	E ₁ =		

Answer Sheet of PTC-P | 7

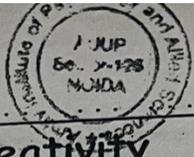
IV	Test of Inquisitiveness	प्रश्नात्मक योग्यता परीक्षण
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Sr. No.	QUESTIONS	प्रश्न
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

V	Test of Square Puzzles	वर्ग पहेली परीक्षण
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8 | Answer Sheet of PTC-P



VI Block Test of Creativity

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Sr. No.	Write the name of the Products	Remarks	Sr. No.	Write the name of the Products	Remarks
	उत्पादनों के नाम	टिप्पणी		उत्पादनों के नाम	टिप्पणी
1			9		
2			10		
3			11		
4			12		
5			13		
6			14		
7			15		
8			16		

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