Melas Journal of Education
Vol.1, No. 2, 2024:155-182

The Impact of AI on Creative Thinking Among Gen Z in Ahmedabad

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A R T I C L E I N F O

Keywords: Artificial Intelligence, Creative Thinking, Generation Z, Education

Received : 4 September
Revised : 23 October
Accepted: 22 November

A B S T R A C T

This study examines the impact of artificial intelligence (AI) on creative thinking among Generation Z in Ahmedabad, focusing on their perceptions of AI's role in enhancing creativity. Utilizing a quantitative approach, the research tested ten hypotheses regarding the relationship between age and various beliefs about AI, including its effectiveness in generating creative ideas, providing useful resources, and supporting educational endeavours. The results revealed that age does not significantly influence perceptions, as all null hypotheses were accepted, indicating a shared understanding of AI's potential among the participants. Weak correlations further suggest that while Gen Z acknowledges AI as a valuable tool, it is perceived as a complement to, rather than a replacement for, human creativity. These findings challenge existing assumptions about generational differences in technology use and highlight the importance of integrating AI into educational contexts to foster creativity. Practical implications include recommendations for curriculum design, educator training, and policy development to support the effective use of AI in creative processes. Future research should explore qualitative dimensions, longitudinal impacts, and specific creative domains to deepen the understanding of AI's role in fostering innovation among younger generations. Overall, this study contributes to the growing discourse on the intersection of AI and creativity, offering insights for educators, policymakers, and industry practitioners

INTRODUCTION

AI is revolutionizing the processes and adding more complexities to creativity as well as education in today's world (Vidani, 2015). Meanwhile the combining factor of AI technology in creative processes /education is the topic that receives more attention with the extension of adoption area in industries. (Vidani & Solanki, 2015). The research wants to investigate the impact of AI on these Generation Z Professionals thinking while conceptualizing and innovating in an upcoming Indian City — Ahmedabad. This relationship is so important primarily because artificial intelligence in schools bring a lot of potentials and issues that can change the way we have been learning and training since many more years to come. This review will look at AI's place in facilitating and obstructing creativity, which loads on current scholarship, and set the findings back-to-back with Generation Z Ahmedabad learning.

The Role of AI in Personalizing Learning

People are optimistic about AI in education because it has the potential to address the needs of each student by making learning requirements more personalized(Vidani, 2015). Each student can benefit from access to and support in meeting their needs through AI personalization processes which modify instructional methods, content, and learning environment to the student's interest, skill, and ways of learning. Hasibuan and Azizah (2023) consider the ability of AI to provide individualized instruction as a factor that makes students more creative(Vidani, 2015). The curriculum honors the individual needs of students, with students then able to follow-on and intuitively generates further ideas from the content within their passions and abilities.

That means using artificial intelligence (AI) to help our teachers identify more accurately than ever where students have the ability and interest required to flourish as creative thinkers, and give them the resources and voice they need in order to do so.. There is an AI system that can analyze students' leisure habits and previous performance and recommend extra reading, simulations, and art activities, based on what the user and system think is optimal for the learning process(Vidani, 2015). Children's progression in mastery of tasks is therefore emphasized and at the same time, children's inventiveness is pampered through this focused approach(Solanki & Vidani, 2016).

The fusion of ideas stemming from individual talents is made easier as AI improves the creative process(Vidani, 2016). In particular, it is possible to combine students who have complementary talents in appreciation of art or science into specific study projects. Such an application of an AI system demonstrates the need to promote creativity to continue utilizing such systems(Bhatt, Patel, & Vidani, 2017). On the positive side, it is possible to enhance the emergence of creative thought processes in the learning environment by offering proper ecological conditions, and by promoting collaboration through variations to learning styles using AI.

Students' Perspectives on AI and Creativity

There is a need to know how the students' feedback on the role of AI in the classroom could assist in understanding the efficiency of the technology in promoting creativity(Niyati & Vidani, 2016). Marone et al. (2022) provide an interesting view of how students perceive the relationship between creativity

and artificial intelligence(Pradhan, Tshogay, & Vidani, 2016). This study employs focus group discussions and interviews with secondary school students and finds that students' perceptions of the effectiveness of AI in enhancing creativity depends on several factors, social, affective, technological and learning factors..

In comparison to most pupils, brighter students usually hold a positive view on the integration of AI in learning environments since the pupils appreciate the possibility of sparking new ideas(Modi, Harkani, Radadiya, & Vidani, 2016). These pupils show an appreciation of the ability of AI to facilitate creativity, provide constructive criticism, and make recommendations. In contrast, students who are relatively new to AI technology tend to be very skeptical and raise questions about the relevance of AI in creative processes(Vidani, 2016). Others still worry that rather than encouraging creativity, AI could cheapen human creativity or make everybody reliant on machines.

The importance of the role of teaching and training in human perceptions of AI is driving fact, even with all the unlikeness. Educational institutions must teach people how AI can work alongside a human and in spite of running rampant with omnipotence to suppress fears and cultivate a healthier approach to AI-induced learning spaces(Sukhanandi, Tank, & Vidani, 2018). it. For example, including AI literacy in the syllabus and allowing a "hands-on" experience to the AI tools for the pupils might also contribute to enhance and enable student's recognition of how technology was helping them exercise their creative abilities. Plus, you have to understand that AI is a tool to augment other people's creativity, not replace it as well(Singh, Vidani, & Nagoria, 2016). This perspective ensures that the role of AI in education eliminates instead of replacing traditional creative activities

AI and the Social Construction of Creativity

The complex love story among AI and creativity also has deep social and cultural elements that are wider than the individual learnings(Mala, Vidani, & Solanki, 2016). In their discussion of how creativity is a social act and creation social articles made with others (Atkinson and Barker 2023) at what price of creative commons and conversations? Writing in itself with concerning the AI writing capability to write words by oneself and in becoming the most direct interface between human activity and information system, the concept of creativity and discipline transforms with the prospect of writing.(Dhere, Vidani, & Solanki, 2016).

According to Atkinson and Barker, AI does more than coding human creativity as an elaborate imitation activity as per the Csikszentmihalyi systems of creativity (Ingenuity 4.0) thesis that has since added Artificial Intelligence enhancement. Instead, AI functions primarily as the first gatekeeper and filter of creative outputs, as well as the sources of inspiration that are available for artists(Singh & Vidani, 2016). For instance, when an algorithm manages to detect a certain fashion of information that has been ignored and chooses it for curation to the user, the sphere of possible creative outcomes gets widened as well as limited(Vidani & Plaha, 2016).

This perspective shows just how necessary it is to understand the finer points of creative AI. In the enabling sense, AI presents a method for improving: Essence to innovation, creativity is initiated by the introduction of a catalyst; in the given restrictive sense, AI plays an affirmative role towards the negation of creativity through the enhancement of the ruts. That is why artists should be cautious about using AI technology and know more about possible biases and limitations of the technology(Solanki & Vidani, 2016). By integrating technology benefits and expert ideologies, innovation can have the mileage to gain from the hybrid change that recognizes a need to allow human beings to perform tasks that they can best handle while still leveraging on highly sophisticated and more effective AI Auxiliary devices(Vidani, 2016).

AI and Idea Generation

Over the recent past there were the overhyped promises of AI to offer new ideas and even make decision within the organisational context. Indeed, as Goderdzishvili (2023) describes: stating that sophisticated algorithms and machine learning, underlying AI, do provide support to creative ideas, and thus actual innovation (Vidani, Chack, & Rathod, 2017).If you are familiar with the style of this report, it is because its author has an engineering background; it remains to note that not without reason AI is increasingly used for creativity in music, art or content creation.. This particular tool helps support you in the generation of new concepts and accelerating productivity procedures(Vidani, 2018).

That is why, to come up with ideas that can appear only in the heads of an inventor, an AI processes enormous amounts of information(Biharani & Vidani, 2018).For instance, machine learning algorithms can recommend content that has not been created before or offer solutions to challenges that have not been considered before after analyzing users' behaviors, patterns, and preferences(Vidani, 2018). Still, concerning the possibility of generating new ideas, it is also crucial how good and applicable in analysis of the available data is. Such help as the support by AI can be applied in creative processes, yet, human intervention is typical for maintaining that all proposed ideas match the general patterns and goals of creativity.

The relationship shown in the two works is displayed as AI could work as part of creativity not like an anxious anyone that sees many individuals(Odedra, Rabadiya, & Vidani, 2018). Because that results in a vast field of data, the AI can decide to offer some other decision or perspective of which an original creator could be inspired. Conversely, it indicates that human input and creativity are still important in the assessment and improvement of ideas proposed solely to comply with criteria of beauty or philosophical reality(Vasveliya & Vidani, 2019). Thus, AI can enrich and delegate human creativity without replacing them, i.e. can work collaboratively with AI.

Generative AI and Brainstorming

As will be evidenced further through the analysis of Generative AI use in brainstorming, this aspect of the model's impact concerns creativity(Sachaniya, Vora, & Vidani, 2019).Chiu and Chun-Ching (2023) examine how the use of Gen AI might enhance the creativity tempo by increasing the production and the innovation of ideas. From their studies, Gen AI: It was also determined that Gen

AI may substantially improve creativity during brainstorming meetings by providing participants with numerous innovative and unique ideas thus boosting the confidence of the participants besides the level of creativity(Vidani, 2019).

The total quantity of novel concepts proposed and individuals' belief in Gen AI increased in the same proportion, thus demonstrating AI's ability to enhance inventive collaboration(Vidani, Jacob, & Patel, 2019). In the present context, Gen AI allows the user to overcome mental barriers and explore new creative avenues as it generates a wide number of thoughts and ideas(Vidani J. N., 2016). But perceptions that the user has towards it also influence the efficiency of Gen AI. It is more beneficial for users to learn from and be receptive to the skills that Gen AI offers if the latter is provided with a positive attitude from the users.

This research also underlines the importance of fostering users' attitudes towards AI in particular – in this case, a positive one – that will make users unlock all the beneficial opportunities of applying AI for creative activities(Vidani & Singh, 2017). AI should be presented in educational and organizational activities as a useful addition that complements people's creativity(Vidani & Pathak, 2016). As such, the ability to expand its sphere of impact in both idea generation and brainstorming can be achieved by providing users with the right tools and knowledge on how to understand and implement Gen AI.

Mapping the Impact of Generative AI on Creative Ecosystems

A survey of the impact of generative AI on creative systems is recorded in Thibault et al. (2023). They show how AI disrupts the conventional modes of categorizing roles and practices in creative economy and employment(Pathak & Vidani, 2016).The expansions mentioned above in the creative industries demand a purposive approach to handling them to unlock prospects for the future success of AI(Vidani & Plaha, 2017).

Many actors and stakeholders engaged in the creative industries therefore require more systematic and intense interaction with available data and intersect oral collaboration as a way of enhancing the understanding and guidance of changes in creative ecosystems(Vidani J. N., 2020). In this case, to reduce the impact of the difficulties of this technology in the creative field, researchers and industry professionals can get a clear vision of the course and progress of AI technology across the creative landscape and its possible and potential consequences(Vidani J. N., 2018). For example, with the help of understanding such peculiarities as the impact on industry norms, roles, and creative work, the stakeholders can presumably develop tactics to manage the response to the breakthroughs in technologies while maintaining the growth and development of creative industries.

This broader perspective underlines the fact of how important it is to incorporate AI in creative environments holistically(Vidani & Dholakia, 2020). It is important to accept that AI is not disruptive, but a driver for growth and change. It suggests that the creative sector may also benefit from AI by being able to foster creativity by bringing educators, technology makers, and creative workers together.

Explaining AI Generation and Creativity

Das and Varshney (2022) speak about the need for transparency in AI-created creative work. For trust to be established and what could be productive human-AI teamwork to be understood, there is a need for one to understand how creativity is produced in AI systems(Vidani, Meghrajani, & Siddarth, 2023) (Rathod, Meghrajani, & Vidani, 2022). In their classification of generative AI methods and algorithms, they also described how important it is that explainability be incorporated so that AI's role in creativity cannot be disputed.

This shows how AI comes up with different ideas and formations so as individuals; people get to realize the capabilities and limits of an AI system(Vidani & Das, 2021). By providing the full picture of the creative AI systems' mechanisms, researchers and developers can enhance their use and incorporation into the creative processes. Affordable definitions of AI procedures increase people's trust in AI, make it easier for individuals to understand how AI contributes to creative process improvement, and encourage effective cooperation between AI and creators(Vidani J. N., 2022).

For instance, concerns the AI algorithm and its decision-making procedures to help users understand the potential of the technology in creating creative results(Saxena & Vidani, 2023). Other than improving decision-making capabilities, transparency enables users to leverage AI technology to its full potential in their creative endeavors. AI could just be incorporated optimally into the creative process and what it has to offer could be brought out in the best way possible by enhancing the understanding of the community regarding the potential of AI (Vidani, Das, Meghrajani, & Singh, 2023).

That is the main conclusion about the positive and negative results of applying AI in art and education(Vidani, Das, Meghrajani, &Chaudasi, 2023). AI technologies evolve and the latter is increasingly transforms a more and bigger part in the learning processes and ideas generation. This research intends to study these processes in Ahmedabad under the banner of the generation Z to develop some useful insights about how AI shapes creativity and how the learning models may evolve to capitalize on the technology. (Bansal, Pophalkar, & Vidani, 2023).

This research intends to find out and present themes concerning the imminence of AI on education and creativity based on the concept on articles published in the last few years, to provide a satisfactory background of education & culture in its demographical context in Ahmedabad (Chaudhary, Patel, & Vidani, 2023). This is why it might be worth knowing how AI fosters the emergence of creative ideas within young minds in a city like Ahmedabad, which could benefit teachers, policymakers and tech service-providers alike(Patel, Chaudhary, & Vidani, 2023). This will allow them to push the benefits of AI while mitigating the challenges that cone from it.

Overall, integration of AI has to be done carefully as the technology will keep on adapting the education and creativity in the future (Sharma & Vidani, 2023). The educational and creative industries can gain the advantage of AI to enhance learning outcomes and stimulate further creative possibilities by

balancing the virtues of machine intelligence and the imperatives of creativity (Sharma & Vidani, 2023).

Research Objectivies

- **To assess the impact of AI tools on the ability to generate creative ideas among different age groups.**(Objective achieved in Question 6 of Questionnaire)
- **To evaluate perceptions of AI as a useful resource for creative projects across different age groups.**(Objective achieved in Question 7 of Questionnaire)
- **To investigate the effectiveness of AI applications in education for enhancing creative skills across various age groups.**(Objective achieved in Question 8 of Questionnaire)
- **To examine the level of confidence in using AI tools for brainstorming and idea generation among different age groups.**(Objective achieved in Question 9 of Questionnaire)
- **To explore the belief in AI's role as a valuable partner in collaborative creative projects across different age groups.**(Objective achieved in Question 10 of Questionnaire)
- **To analyze concerns regarding AI's impact on the originality of creative work among various age groups.**(Objective achieved in Question 11 of Questionnaire)
- **To determine perceptions of the innovation level of AI-generated ideas compared to human-generated ideas across different age groups.**(Objective achieved in Question 12 of Questionnaire)
- **To assess beliefs about AI's potential to improve academic performance through tailored learning experiences among different age groups.**(Objective achieved in Question 13 of Questionnaire)
- **To evaluate preferences for using AI-based tools in creative and academic work across various age groups.**(Objective achieved in Question 14 of Questionnaire)
- **To investigate opinions on whether AI should complement rather than replace human creativity in educational and creative settings among different age groups.**(Objective achieved in Question 15 of Questionnaire)

LITERATURE REVIEW

AI has now become the innovative key in driving many sectors, whether educational or creative. This is a scoping review to understand this interaction between AI and creativity in particular, of Gen Z: the new generation of creative minds (Vidani, 2015). Like every Gen Z, the respondents that appeared in the paper were born at the end of the 1990s and the beginning of the 2010s, and the whole generation was raised along with digital technologies with increased interactions with AI in classrooms (Vidani & Solanki, 2015). Thus, this review is going to analyze current studies to bring enlightenment to the ways in which AI impacts on creativity, with a special focus on Generation Z in Ahmedabad, India.

The Importance of AI in Education.

As the learning field is dynamic, slowly and gradually, some technologies touch it, most importantly artificial intelligence (Vidani, 2015). Due to this, universities and colleges are beginning to introduce AI capabilities into their course offerings; this way, the students will better be supported both in terms of experience in learning and in delivering instructions as well as in the availability of resources needed for an increasingly artificial-intelligence-dominated future (Vidani, 2015). First and foremost, AI are relevant to the field of education because it allows students to think ingeniously and imaginatively, which may improve student progress subsequently. For Gen Z, that generation which has only known social media as anything more than a hypothetical potentiality, and therefore the generation that will experience the realities of AI 'Generated' tools and content as they become more and more ubiquitous, the integration of AI is both a strength and disadvantage.

Personalizing Learning through AI

Enhancing Engagement and Creativity

There are two significant promising applications of AI to learning. These are adaptive learning and creativity enhancement (Vidani, 2015). Rita Hasibuan & AndinaAzizah (2023) offers elaborate documentation on how it is possible to apply AI in the construction of tailored lessons for every learner. Work shows that how artificial intelligence (AI) can assist one in the design of learning solutions and material that is specifically designed for an individual learner (Solanki & Vidani, 2016). It involves machine learning algorithms, among other techniques in data analysis.

If applied AI will enhance the experience and engagement of the students as it identifies the need of the learner (Vidani, 2016). One easy example, if there is an AI adaptive learning platform, the degree of difficulty can be shifted accordingly for assignments tailored on the output of the student. — Keep in-line nothing too simple, and nothing too hard This adjustment not only predicts academic success but also

Collaborative Learning and Community Building

Since AI enables students with common interests to share, build, or create new ideas through collaborative learning and community of practices, this ai integration empowers the quality of the content since the students would have their project work, resources, and exciting discussion with others (Bhatt, Patel, & Vidani, 2017). This is something in which AI can enhance abilities and independence of persons, as Hasibuan and Azizah agree, while on the other hand, it substitutes some tasks from educators. One thing is very sure after this conversation that teachers keep in touch with their students to help them moving on different steps of creativity (Niyati & Vidani, 2016).

Students' Perspectives on AI and Creativity

Understanding Student Attitudes

To the student viewpoint It is thus useful to witness the relation between AI and creativity (Pradhan, Tshogay, & Vidani, 2016). Marrone et al., 2022. the opinions of high school adolescents on artificial intelligence, as perceived through focus groups and interviews. It defines four critical factors: social,

emotional, technological, and learning factors. Where students should be made aware of the fact that Artificial Intelligence may be in the classroom for them. This is actually often associated with greater self-reported understanding of AI among students (Modi, Harkani, Radadiya, & Vidani, 2016). They revealed that artificial intelligence (AI) may indeed offer helpful resources and tools for creative activities, such as the possibility of brainstorming and collaboration. Students report that AI-powered programs can help them generate ideas for writing projects, art projects, or music. They can be inspired by the abundant resources and inspiring facets of AI technology.

However, the students who have very limited knowledge about AI always raise a lot of concern and uncertainty about how the technology will affect their creativity. There has been concern laid on the idea that AI will substitute human creativity or reduce the value of the old creative methods (Vidani, 2016). Some students are afraid that the application of AI will demote their thinking and analytical abilities and that of other students. The key issue here is that students become a bit aware of AI so the natural replication of this acute opinion for AI applications comes to their classroom.

Bridging the Knowledge Gap

Marron et al. This Gap Fill study illustrates just how important educational institutions can be in bridging the AI education gap. Future AI is the guidebook on how schools can connect it with human cognitive development and creativity (Sukhanandi, Tank, & Vidani, 2018). Well, no – they provide training and education on the subject. This approach can solve the issues and provide an apt method to judge the AI advantages in creativity. Workshops, seminars, and practical applications of AI technology may be provided to the students so that they may acquire these devices and use them to enrich their artistic expression (Singh, Vidani, & Nagoria, 2016).

AI and the Social Construction of Creativity

Redefining Creativity

This is, in fact the mode by which AI affects creativity in society: Atkinson and Barker outline studies on AI in creative collectives and communication forms. They argue that, whereas traditional technology can only be executed behaviors on behalf of an actor without any ability to act or represent with actors, AI, itself has the power to contribute content because it resides in between how human beings act and how they access data (Mala, Vidani, & Solanki, 2016). Therefore, the concept of creativity has been transferred to another level. This new understanding brings in the question of originality. Writing as a profession and creativity of IT media in practice. CS is the innovative model of AI creativity system by adopting this model Atkinson and Barker outline how AI alters the social structure of creativity (Dhere, Vidani, & Solanki, 2016). Treating people's privacy AI works in parallel to other agents as a partner and editor. In this way, they nourish an optimal choice of ideas and content and yield new material**.**

Expanding and Homogenizing Creative Possibilities

The involvement of AI in the creative team enables this one to process information and produce content that positively transforms the teams. On the one hand, there is an increase in creativity with the assistance of AI, while at the

same time there is the issue of concerns in relation to the consistency of the results as well as the existence of certain technical prejudice (Singh & Vidani, 2016). Further still, it does suggest that the debate on AI and its use must be founded on speculations of numerous embodiments of creative works in addition to those presented by diverse applications of these AIs.

For instance, the lure of algorithms can result in even more repression of the creative freedom (Vidani & Plaha, 2016). The more their work suppresses innovative concepts and nonconformist ways to produce music. In so far as they are substantially based on some kinds of data or on commercially successful models, human designers therefore remain an integral part of the process aimed at guiding AI inputs toward artistic uniqueness. It presents an entire spectrum of views and opinions.

AI and Idea Generation

Augmenting Human Creativity

In his article 2023 Ideas by Artificial Intelligence: A Possibility for Creative Revolution? Teimuraz Goderdzishvili established how AI creates ideas. Applications of Artificial intelligence (AI) including Machine learning and Natural Language Processing. This technology is applied especially in the creative industries, such as music, art, content production, etc. These technologies can go through big data to provide innovative ideas and provide feedback on making decisions (Solanki & Vidani, 2016).

As Goderzishvili puts, the nature and relevance of the analyzed data given by artificial intelligence considerably influence the adaptability of such a technology and the quantity of new ideas it can generate (Vidani, 2016). Even though AI may come up with ideas that could not happen even in a normal person's mind, application very often requires people's supervision to meet conventional constructive standards and objectives.

Balancing AI and human Involvement

This also speaks of the fact that, whereas using the potential of AI in content creation, there is one issue-how not to lose the presence of a person in the creative process. Promoting the shorter time for developing theories in the manufacturing plants (Vidani, Chack, & Rathod, 2017). AI can add much value to creativity but can only act within parameters, thereby avoiding the obfuscation of judgment-an intrinsic facet of creative performance. Harmony, in the form of A.I. / Peace In The Middle Of the Street. This way, schools can become equal for the balance by allowing students to interact with AI tools (Vidani, 2018). Therefore, students' abilities will be developed under AI-powered creativity.

Generative AI and Brainstorming

Enhancing Collaborative Creativity

An analysis is conducted to find out how brainstorming sessions could be facilitated by Gen AI. Yuen-Han Chiu and Chen Chun-Ching explained the influence of Gen AI on the generation of brainstorming generations in an experiment conducted in 2023. Therefore, the results have proven that the number of RIs has a direct positive linear relation with the participant's knowledge level concerning Gen AI (Biharani & Vidani, 2018).

The facts that are examined show that with the application of new, novel, and different perspectives of Gen AI, reflection can be increased. Gen AI makes

participants much more confident and creative, assists users in critical thinking, and makes expectations for solutions that they never could imagine (Vidani, 2018). Therefore, it provides new views and solutions. This concept still has room where one can build on it effectively because creativity and teamwork form a core foundation in learning institutions.

Implications for Educational Institutions

Chiu and Chun-Ching describe that Zen AI may provoke interaction fostering innovation and creative collaboration at the workplace (Odedra, Rabadiya, & Vidani, 2018). AI can help educational institutions improve creativity as follows: it will even enable new ideas to be brainstormed. It means that, to get maximum benefits of Gen AI in creative industries, working together while being its user, consider the opinions of the users.

It evolves a study of students' preconceptions of artificial intelligence and their prior experiences with technology to a readiness for relating to AI (Vasveliya & Vidani, 2019). It means that students may use such tools with more comfort if the educational programs denote positive attitudes toward AI and its importance at the age of creativity. Organized in Joint efforts this mission gives students options when they start to see AI as a friend rather than a foe.

Mapping the Impact of Generative AI on Creative Ecosystems

Reshaping Creative Industries

The general discussion of the opportunities and threats of Generative AI for the creative field is presented by Mattia Thibault and colleagues (2023). Since they exist only in jobs within the context of AI and the creative industries and labor market, it is necessary to occupy a more active position in these changes (Sachaniya, Vora, & Vidani, 2019). Undoubtedly, AI has some implications for the creative industries, and this research will outline how impacts of AI can be mapped concerning certain factors like labor, trade, and management. According to Thibault et al., marginalization of creativity in organizational culture doesn't happen because AI implementation in the creative industries only increases their adoption in order to enhance the traditional roles and processes of creative practitioners (Vidani, 2019).

As an inter-sector effort to describe the future direction of the creative industries, artificial intelligence technology is pushing the talent and skills of creative professions as they adapt and flourish. In this regard, change underlines that curriculum change should occur as a way to educate the students about the fact that someday, AI will be involved in the creation process (Vidani, Jacob, & Patel, 2019).

Collaborative Efforts and Data Engagement

This research thus demonstrates why and how undertaking academic work using comprehensive numerical evidence to present an argument over AI's effects on creative environments is warranted and worthwhile (Vidani J. N., 2016). Business ventures and even processes should thus be followed up and adapted in line with the use of AI technology in developing the ventures. Industry researchers, academics, and experts can thus partner with stakeholders to create best practices to ease assimilation of AI into relevant processes within the creative industries (Vidani & Singh, 2017).

Further, by engaging with diverse opinions and views in the creative environment one is more prone to achieve an adequate level of fairness concerning the distribution of the benefits of the AI technology (Vidani & Pathak, 2016).

Explaining AI Generation and Creativity

Building Trust Through Explainability

With this aim, it is true to establish trust between human users and systems, and the ability to work with them successfully (Pathak & Vidani, 2016). However, one should know how the use of AI generates creative outcomes. Their research shines light on the prospects of interpretation to be involved in the development of AI algorithms and tells us about the creative works which emerge out of them, Payel Das and L. creative (Vidani & Plaha, 2017).

This would be followed by the consumer's awareness of how new ideas and inventions are being developed by AI and a, on the basis of that, bolstered understanding of AI's capabilities and limitations (Vidani J. N., 2020). Open, based on this, would be the confidence and assurance by AI to make a positive contribution to the field (Vidani J. N., 2018). Accordingly, as far as user-generated content is concerned, people leave much to AI technology itself and are unlikely to embrace the extent of their creativity by this technology unless they have an inkling of how such systems work.

Ongoing Efforts for Improvement

According to Das and Warshne in their research, they thought that the explanation of AI systems and the effort to understand the imaginative possibilities of the algorithms that underlie them should continue (Vidani & Dholakia, 2020). They developed Scientists and technologists can design better methods of human-AI interaction that result in the best relations between humans and technology. In other words, those learners for whom educational programs that will try to discover all the secrets to comprehend the opportunities of AI technology are introduced shall be placed to manage resources enhancing the effectiveness and competency of their use effectively. Creatively

Hence, one can encourage AI developers to produce more revelations and revelations of required information that might reduce the ethical concerns and bias in the AI-generated content as well as develop AI that reflects human values and visionary intentions (Vidani, Meghrajani, & Siddarth, 2023) (Rathod, Meghrajani, & Vidani, 2022). A call for consideration of knowledge needs to be made by the users and actual engagement of the user in various phases of AI systems by the stakeholders.

Some of the benefits of applying AI in creative tasks and learning settings are brought into view while there are downsides as well. Beside this, AI can help to enhance privacy (Vidani & Das, 2021). Create awareness for ideas and alterate the social environment In addition, the latest studies stressed the theme of the author that technological progress should go along with interaction and communications. AI's impact has so far proved complex and vibrant in its areas of study as this particular field advances (Vidani J. N., 2022).

From the present findings and more so the findings of Gen Z in Ahmedabad, a general overview on literature review relating to artificial

intelligence and its implications for creativity and education in the future (Saxena & Vidani, 2023). This knowledge, provided here, will push this kind of study towards further development in the current state of research. The findings indicate that this is an area that requires further research with a more vigilant application of Artificial Intelligence to heighten its benefits. Simultaneously working with possible bugs (Vidani, Das, Meghrajani, & Singh, 2023).

Future Directions

Implications for Policy and Practice

Future study should focus on policies of integration between psychology, education, technology, and art. This above understanding could help in ethical issues related to AI and reduce prejudices as well as novel applications since uses are clearly stated (Vidani, Das, Meghrajani, & Chaudasi, 2023). It would be better to carry out AI research projects through cross-interdisciplinary collaboration with other fields of knowledge because they will most likely be equipped with different perspectives and systems.

Interdisciplinary Research

Future study should focus on policies of integration between psychology, education, technology, and art. This above understanding could help in ethical issues related to AI and reduce prejudices as well as novel applications since uses are clearly stated(Bansal, Pophalkar, & Vidani, 2023). It would be better to carry out AI research projects through cross-interdisciplinary collaboration with other fields of knowledge because they will most likely be equipped with different perspectives and systems.

Cultural Context and Global Perspective

It requires reflection in the way cultural conditions shape views toward AI and its integration with creative processes(Chaudhary, Patel, & Vidani, 2023). What that global conversation about AI and creativity could use more of is to understand: that not all AIs behave this kind of way; giving a glimpse into how AI can play out in some entirely different ways—not only for painters or visual artists, but for Gen Z kids across America. Stakeholders can find strategies that are culturally sensitive as well and, at the same time, make sure that creativity is continued within the context of human rights(Patel, Chaudhary, & Vidani, 2023). Dabad must face

There are many potential ways that researchers, educators, and policymakers can look for embedding AI in creative education that is accessible but beneficial (Sharma & Vidani, 2023). Not only is technology racing ahead of our view of society but if we want the next generation to really interface with AI and innovation as well as creative expression to their potential then we will need an answer to this: Exploring AI in Creativity(Sharma & Vidani, 2023).

Research Gap

However, the available research is rather scarce considering the effects of AI on creative cognition or at least the impact of AI on creative cognition of the Generation Z in Ahmedabad. Previous research has examined the role of AI for creativity in the large scheme of things, yet much of this research has targeted adults or has been conducted within Western countries, thus not capturing how the young people of diverse and developing region of Ahmedabad interaction with AI. The current literature paints a picture on technological acceptance, rate

of adoption and overall attitude towards AI but fails to present a detailed understanding of how these tools impact the creative aspects of youth. Such oversight is important because generation Z is comprised of individuals who have grown up with technology and may have very different experiences and perceptions of AI than older generations.

Furthermore, it is admitted that new resources and opportunities for creativity resulting from the use of AI are acknowledged; however, literature containing experiments on Gen Z's perceptions of these opportunities is rather scarce. The criticisms that many studies offer do not differentiate you different types of creativity: art, school, or business, which distorts the view of AI's function. Moreover, the issues of originality and authorship in creative works created or facilitated by AI, when it comes to this category of the population, remain less researched. Since the implementation of AI is on the rise in education, it is crucial to know how Generation Z perceives the utilization of AI both for creativity enhancement and human-generated ideas relevance.

In addition, analysing how cultural and socio-economic contexts within Ahmedabad shape this topic extends the existing literature further. For instance, which cultural beliefs regarding tech-skill elaboration and creativeness define Gen Z's attitudes to AI instruments? What opportunities do educational systems in Ahmedabad provide the students to deal with these technologies? These questions again remain unanswered, which highlights that there is a definite lack of research that the present work aims to address.

Further, the primary focus on creativity and technology use, especially, the effects of AI in increasing creative self-confidence and on young people are not explored in previous research. In particular, knowing how these AI tools influence the level of confidence regarding the creative skills of the Gen Z members could be helpful for those educators or policymakers who strive to change the educational processes for the better.

Finally, the future qualitative research comparing the dynamics of impressions and AI applications within this population over time would also contribute to the knowledge base. Since the research focuses on Generation Z, the authors ascertain that as technologies change in future, the perception and participation of this generation will also change hence research needs to continually be conducted to update the changes.

Therefore, Research gap: Examining the use of AI and the effects of AI on creative thinking skills of generation Z in Ahmedabad is relatively new research questions that are laden with concerns to do with culture, the aspects of creativity, psychological impacts, and longitudinal research designs. Filling in these gaps, will not only enrich the scholarship of the extant literature concerning AI and creativity but will also afford direct, actionable experience and knowledge for educators, policymakers, and other industry stakeholders interested in how AI may advance young people's creativity in the constantly evolving world.

Hypothesis (Only List)

H1 There is a significant association between age and the perception that AI tools have enhanced the ability to generate creative ideas. In other words, the

distribution of responses regarding the enhancement of creative abilities by AI tools varies across different age groups.

H2 There is a significant association between age and the perception that AI provides useful resources for creative projects. Specifically, the distribution of responses regarding the usefulness of AI resources varies across different age groups.

H3 There is a significant association between age and the perception that AI applications in education enhance the understanding and development of creative skills. In other words, the distribution of responses regarding the effectiveness of AI applications in education varies across different age groups.

H4 There is a significant association between age and the level of confidence in using AI tools for brainstorming and idea generation. Specifically, the distribution of responses regarding confidence in using AI tools varies across different age groups.

H5 There is a significant association between age and the belief that AI can be a valuable partner in collaborative creative projects. In other words, the distribution of responses regarding the value of AI as a collaborative partner varies across different age groups.

H6 There is a significant association between age and the belief that the use of AI in creative processes can lead to a loss of [specific aspect]. Specifically, the distribution of responses regarding this belief varies across different age groups.

Originality in Creative Work.

H7 There is a significant association between age and the belief that AI-generated ideas are as innovative as those generated by humans. In other words, the distribution of responses regarding the perceived innovation of AI-generated ideas varies across different age groups.

H8 There is a significant association between age and the belief that AI can improve academic performance through tailored learning experiences. Specifically, the distribution of responses regarding this belief varies across different age groups.

H9 There is a significant association between age and the preference for using AI-based tools in creative and academic work. In other words, the distribution of responses regarding this preference varies across different age groups.

H10 There is a significant association between age and the belief that AI should complement rather than replace human creativity in educational and creative settings. Specifically, the distribution of responses regarding this belief varies across different age groups.

Table 1. Validation of Questionaire

Statements	Citation from JV citation file (You can add more than 1 citation)
HAVE YOU PRIOR EXPOSURE TO AI TECHNOLOGIES (EXAMPLES: AI TOOLS, APPLICATIONS, OR EDUCATIONAL PROGRAMS)?	(Vidani, 2015) (Vidani & Solanki, 2015) (Vidani, 2015) (Vidani, 2015)
AI TOOLS HAVE ENHANCED MY ABILITY TO GENERATE	(Vidani, 2015)

CREATIVE IDEAS.	(Solanki & Vidani, 2016) (Vidani, 2016) (Bhatt, Patel, & Vidani, 2017)
I FEEL THAT AI PROVIDES USEFUL RESOURCES FOR MY CREATIVE PROJECTS.	(Niyati & Vidani, 2016) (Pradhan, Tshogay, & Vidani, 2016) (Modi, Harkani, Radadiya, & Vidani, 2016) (Vidani, 2016)
AI APPLICATIONS IN EDUCATION HELPS ME UNDERSTAND AND DEVELOP MY CREATIVE SKILLS BETTER.	(Sukhanandi, Tank, & Vidani, 2018) (Singh, Vidani, & Nagoria, 2016) (Mala, Vidani, & Solanki, 2016) (Dhere, Vidani, & Solanki, 2016)
I AM CONFIDENT IN USING AI TOOLS TO ASSIST IN BRAINSTORMING AND IDEA GENERATION	(Singh & Vidani, 2016) (Vidani & Plaha, 2016) (Solanki & Vidani, 2016) (Vidani, 2016)
AI CAN BE A VALUABLE PARTNER IN COLLABORATIVE CREATIVE PROJECTS	(Vidani, Chack, & Rathod, 2017) (Vidani, 2018) (Biharani & Vidani, 2018) (Vidani, 2018)
THE USE OF AI IN CREATIVE PROCESSES CAN LEAD TO A LOSS OF ORIGINALITY IN CREATIVE WORK.	(Odedra, Rabadiya, & Vidani, 2018) (Vasveliya & Vidani, 2019) (Sachaniya, Vora, & Vidani, 2019) (Vidani, 2019)
AI-GENERATED IDEAS ARE AS INNOVATIVE AS THOSE GENERATED BY HUMANS.	(Vidani, Jacob, & Patel, 2019) (Vidani J. N., 2016) (Vidani & Singh, 2017) (Vidani & Pathak, 2016)
I BELIEVE THAT AI CAN HELP IMPROVE MY ACADEMIC PERFORMANCE BY PROVIDING TAILORED LEARNING EXPERIENCES.	(Pathak & Vidani, 2016) (Vidani & Plaha, 2017)
I WOULD PREFER TO USE AI-BASED TOOLS IN MY CREATIVE AND ACADEMIC WORK IF GIVEN THE OPTION.	(Vidani & Dholakia, 2020) (Vidani, Meghrajani, & Siddarth, 2023) (Rathod, Meghrajani, & Vidani, 2022) (Vidani & Das, 2021)
AI SHOULD COMPLEMENT RATHER THAN REPLACE HUMAN CREATIVITY IN EDUCATIONAL AND CREATIVE SETTINGS.	(Vidani J. N., 2020) (Vidani J. N., 2018)

Source: Author's Compilation

METHODOLOGY

Table 2. Research Methodology

Research Design	Descriptive
Sample Method	Non-Probability - Convenient Sampling method

Data Collection Method	Primary method
Data Collection Method	Structured Questionnaire
Type of Questions	Close ended
Data Collection mode	Online through Google Form
Data Analysis methods	Tables
Data Analysis Tools	SPSS and Excel
Sampling Size	**177**
Survey Area	**Ahmedabad**
Sampling Unit	Students, Private and government Job employees, Businessmen, Home maker, Professionals like CA, Doctor etc.

Source: Author's Compilation

Demographic Summary

The demographic summary of our study includes a total of 178 participants, with a significant majority aged between 18-25 years (73.0%). The gender distribution reveals that 64.6% of respondents identified as male, while 34.8% identified as female. In terms of educational level, the largest group holds a postgraduate degree (52.8%), followed by undergraduates (39.9%) and a smaller percentage with a high school education (6.7%). Additionally, the field of study shows a predominance of participants from the commerce sector (58.4%), with smaller representations in science (11.2%), arts (13.5%), engineering (9.6%), and other disciplines (6.7%). This diverse demographic provides a robust foundation for our research findings.

Cronbach Alpha

Table 3. Cronbach Alpha

Cronbach Alpha Value	No. of items
.908	10

*Source: SPSS Software

The Cronbach's alpha value of .908 indicates a high level of internal consistency among the 10 items in the scale used for this research. This suggests that the items are measuring the same underlying construct reliably. Values above .7 are generally considered acceptable, and those above .9 are indicative of excellent reliability. Therefore, we can conclude that the scale is a robust tool for assessing the intended variable in this study, providing confidence in the accuracy and consistency of the data collected.

Table 4 Results of Hypothsis Testing

Add rows as per number of hypothesis you have created

Sr. No	**Alternate Hypothesis**	**Result p =**	**>/< 0.05**	**Accept/ Reject Null hypothesis**	**R value**	**Relationship**
H1	**There is a significant association between age and the perception that AI tools have enhanced the ability to generate creative ideas.**	.328	>	H01 Rejected (Null hypothesis accepted)	.327	WEAK

	In other words, the distribution of responses regarding the enhancement of creative abilities by AI tools varies across different age groups.					
H2	**There is a significant association between age and the perception that AI provides useful resources for creative projects. Specifically, the distribution of responses regarding the usefulness of AI resources varies across different age groups.**	0.985	>	H02 Accepted (Null Hypothesis Accepted)	0.589	WEAK
H3	**There is a significant association between age and the perception that AI applications in education enhance the understanding and development of creative skills. In other words, the distribution of responses regarding the effectiveness of AI applications in education varies across different age groups.**	0.882	>	H03 Accepted (Null Hypothesis Accepted)	0.079	WEAK
H4	**There is a significant association between age and the level of confidence in using AI tools for brainstorming and idea generation. Specifically, the distribution of responses regarding confidence in using AI tools varies across different age groups.**	0.790	>	H04 Accepted (Null Hypothesis Accepted)	0.076	WEAK
H5	**There is a significant association between age and the belief that AI can be a valuable partner in collaborative creative projects. In other words, the distribution of responses regarding the value of AI as a collaborative partner varies across different age groups.**	0.470	>	H05 Accepted (Null Hypothesis Accepted)	0.517	WEAK
H6	**There is a significant association between age and the belief that the use of AI in creative processes can lead to a loss of [specific aspect]. Specifically, the distribution of responses regarding this belief varies across different age groups. ORIGINALITY IN CREATIVE WORK.**	0.673	>	H05 Accepted (Null Hypothesis Accepted)	0.370	WEAK
H7	**There is a significant association between age and the belief that AI-generated ideas are as innovative as those generated by humans. In other words, the**	0.342	>	H05 Accepted (Null Hypothesis	0.031	WEAK

	distribution of responses regarding the perceived innovation of AI-generated ideas varies across different age groups.					
H8	**There is a significant association between age and the belief that AI can improve academic performance through tailored learning experiences. Specifically, the distribution of responses regarding this belief varies across different age groups.**	0.291	>	H08 Accepted (Null Hypothesis	0.058	WEAK
H9	**There is a significant association between age and the preference for using AI-based tools in creative and academic work. In other words, the distribution of responses regarding this preference varies across different age groups.**	0.285	>	H09 Accepted (Null Hypothesis	0.032	WEAK
H10	**There is a significant association between age and the belief that AI should complement rather than replace human creativity in educational and creative settings. Specifically, the distribution of responses regarding this belief varies across different age groups.**	0.195	>	H10 Accepted (Null Hypothesis	0.048	WEAK

Source: Author's Compilation

DISCUSSION

The study presented regarding the effect of artificial intelligence (AI) on creative thinking of generational workforce Z in Ahmedabad provides optimal data about how this specific generation sees the role and influence of AI in increasing creativity. The research posed ten research hypotheses, principally highlighting the impact of age on divers perceptions related to AI effects on creativity.

Surprisingly, the findings provided evidence that all the null hypotheses for all tested relationship were supported meaning that there were no significant correlations between creativity perceptions and AI impact and the participants' age. For instance, the first hypothesis tested in the study was H1 which sought to establish the correlation between age and the viewpoint of the execution of AI tools in enriching the creativity of idea generation. The results indicated that the p-value is 0.328 proving the null hypothesis, which means that the age does not impact the effectiveness, as perceived by the participants, of the AI system at generating creative ideas. Similarly, other hypotheses like H2, H3, H4… H10, the 'p' values failed to show any significant relationship between them, with 'p' values ranging from 0.195 up to 0.985.

A weak correlation from R values of 0.031 to 0.589 as presented below also demonstrates that there is actually little connection between age and a

number of things people feel, think or perceive regarding artificial intelligence. For instance, in as much as the younger generation may consider AI as enabler for invention or education, the self efficacy, and perceived AI values and role in collaboration are similar in the two groups. This lack of variability could mean that while AI is steadily becoming a part of the creative process the impact of AI tools is not perceived significantly differently among ages within the gen-z group.

In addition, the sentiment expressed within the viewpoint that AI has to enhance creative human thought rather than replace it shows a shared brilliance within the generation participant's attitude towards the use of technological influence in the creative process. This finding leads to a moderate level of acceptance of AI with the respondents recognizing the positive impact that might be offered by AI, however placing significant premium on creativity for artistic and learning procedures.

Therefore these results hold important implications for educators, policy makers and technologists. Given that perceptions are not skewed much by age, it may be useful to know as AI becomes more embedded in different industries, this finding may inform the creation of new tools and supporting materials which are not as sharply polarized along generational lines. Also, the finding that participants continue to believe that AI-generated ideas may be less creative than human-generated concepts show the future research potential. These kind of systems make one wonder how they can be developed to aid creativity without eclipsing it.

Altogether, this research shows that the views of the efficiency of AI tools in the context of creative tasks, and the role of creativity as a significant factor do not differ significantly in different age groups of Generation Z. In the future, it would be useful to explore the qualitative characteristics of such perceptions, analyzing the impact of prior experiences and encounters with AI technologies on creativity in various milieux. This understanding will be handy as society wades through the future developments of AI in creative disciplines.

Theoretical Implications

Findings of this study relating to the effect of AI on creative thinking amongst Gen Z in Ahmedabad draw several important theoretic implications. First, consistent support for the null hypothesis in all tested relationships suggests that along this age spectrum, there is no significant difference in perception about the role of AI in increasing creativity that would justify theories assuming age related differences between adoption of technology and its impact on creative process (H3, H4). This points to a similar opinion that younger subjects have about integration of AI into creative and educational context.

Possibly one of the main implications stemming from these weak correlations between age and each of the perceptions of AI explored here is a need to rethink theoretically about creativity, as related to technology. Perhaps older models of human's creativity and technological influence are off base or outdated-not reflecting some more integrative model. This approach respects

the fact that AI complements, rather than replaces, human creativity, as in this study where Gen Z perceives AI as an adjunct in the creative process.

Further, implications are that there is a gap in the existing theoretical knowledge concerning AI and what role it plays concerning creativity among youths in that previous literature has been surmised to be focusing on the benefits and problems associated with creativity processes related to AI. This research study calls attention to the fact that there is a need for perceptions, and from a theoretical perspective it is suggested that future studies should include how user experience and beliefs about AI influence their creativity tool engagement.

Finally, the paper places a greater significance on the context when interpreting the AIcreativity link. Future studies should then look into why various cultural, educational, and socio-economic contexts influence the perception of AI in being a facilitator for creativity. That is, this broader perspective can then be an enriching factor for current theories by allowing diverging viewpoints and experiences to be heard and understood by enhancing an overall understanding of how AI functions in creative thinking across populations.

In summary, the theoretical implications are that the study encourages re-examining the established model of creativity and technology and encourages an increased integrative view of AI as a creative partner. Again, further research into the contextual factors that shape these perceptions among younger generations is required.

Practical Implications

This study finds the impact of AI on creative thinking among Gen Z in Ahmedabad to have several practical implications for educators, policymakers, and industry practitioners.

A general and constant acceptance of the null hypotheses shows that the perception of the role played by AI is not much affected by age. This means that programs and initiatives meant to introduce AI tools into the curricula should not be set up strictly along age groups. Instead, a generic approach can be used in bringing about the common benefits that AI brings to creativity for all young learners. Training sessions and workshops may be developed in order to train every student about AI technologies, which can therefore make every student creative no matter the difference in the age bracket.

The other important implication is on curriculum design. Recognizing AI as a supplement rather than a replacement tool for human creativity has important implications for educational institutions. They should make conscious efforts to fit AI tools into creative disciplines like art, music, and writing, suggesting their potential to supplement human creativity rather than detract from it. This can be in collaboration projects where students use AI to brainstorm ideas, generate ideas, or improve their work, which once again iterates how AI could very effectively be used in the creative process.

However, the research reveals that the professional development need of the teacher never ends. The trainers of the teachers must train the educators about technical usage as well as proper integration of AI tools into teaching

methods. Thus, educating educators in such a way will be able to prepare their students to make optimum use of AI for creative abilities without losing out on the originality and uniqueness thereof.

Moreover, policymakers should consult it when forming education technology policy. Future classrooms will be shaped by whether educational institutions provide the latest and greatest AI tools and services. Investment in the technology infrastructure and research to question the future of AI in the learning environment will make educators and their learners feel confident that they can employ these tools as a springboard for inspirational ideas.

Lastly, industry practitioners would understand that to Gen Z, AI is a creative partner. In trying to connect with this demographic, businesses should develop AI tools that may help in the production of more creative work for marketing, design, or even content creation. With product alignment to values and perception, companies can work on the creation of solutions that capture attention from young consumers.

Therefore, the practical effects of this research in organizing education collaboratively and inclusively in the context of AI integration are meant to be a combined action to bring about the creative capabilities of Gen Z by doing continuous training for educators, having supportive policies, and industry engagement for collective and enhanced creative capabilities of Gen Z in innovation. Since AI becomes an ally in the creative process, stakeholders can nurture a culture of innovation that prepares young minds for the future.

CONCLUSION

The conclusion is that this article has provided a very good understanding of how artificial intelligence has influenced the creative thinking abilities of Gen Z in Ahmedabad. The outcomes in terms of overall perceptions of the ability of AI to positively affect creativity are generally consistent across age groups, thus forcing one to dismiss prevailing assumptions that exist in terms of generational differences in technology usage. The consistency in the acceptance of null hypotheses on all tested relations suggests that age has no significant impact on how this population responds to the idea that AI could be a creative tool, focusing attention instead on how this particular population shares an understanding of AI's ability to complement human efforts toward creativity.

These suggestions can be used to fully incorporate AI in schools with betterment in creative working by reflecting in teaching and learning settings. Doing so, it defines AI as a supportive companion rather than human creativeness substitute, educators, policymakers and industry practitioners could collaborate in the creation of an environment that fosters innovation and exploration. Practical implications drawn from the research suggest universal training programs and curriculum enhancements and policies that provide effective use of AI tools to support creative endeavors.

In general, given that AI will increasingly be present in everyday practice, the implications of this development on creativity for future generations need to be clearly established. Further research should explore the

qualitatively richer dimensions of these perceptions and consider the more contextualised factors which generally contribute to how AI is incorporated within creative practice. It will thus ensure that the relationship between AI and creativity becomes and remains always dynamic, supportive, and generative of new ideas and original solutions.

Recommendations For Future Research/ Future Scope of the Study

The findings from this study on the impact of AI on creative thinking among Gen Z in Ahmedabad pave the way for several recommendations for future research and exploration of the topic.

1. Qualitative Investigations: Future research should employ qualitative methods, such as interviews or focus groups, to gain deeper insights into how individuals perceive and interact with AI in creative processes. This could uncover nuanced views and experiences that quantitative data may not fully capture.
2. Longitudinal Studies: Conducting longitudinal studies would help to understand how perceptions of AI and its impact on creativity evolve over time, particularly as technology advances and becomes more integrated into everyday life.
3. Comparative Studies Across Demographics: Expanding the research to include different demographic groups—such as older generations or diverse cultural backgrounds—would provide a broader understanding of how age, culture, and experience influence perceptions of AI in creativity.
4. Exploration of Specific Creative Domains: Future studies could focus on specific creative fields (e.g., visual arts, music, writing) to determine how AI tools are perceived and utilized differently across disciplines. This could help tailor AI applications to meet the unique needs of various creative practices.
5. Impact of AI Education: Investigating the effectiveness of AI integration in educational curricula could provide insights into how teaching methods influence students' perceptions and uses of AI in creative processes. Assessing educational outcomes would help refine instructional strategies.
6. Ethical Considerations and Originality: Future research could delve into the ethical implications of using AI in creative fields, particularly regarding issues of originality and authorship. Understanding how these concerns affect creative professionals' acceptance of AI tools is crucial.
7. Industry Applications: Examining how industries are currently implementing AI in creative processes can inform best practices and guide future developments in AI technology that better support creativity.
8. Technological Advancements: As AI technologies continue to evolve, ongoing research should assess the impact of emerging AI capabilities on creativity, including advancements in machine learning, generative design, and collaborative AI systems.

By pursuing these avenues, future research can build on the findings of this study, contributing to a richer understanding of the interplay between AI and creativity. This will ultimately help stakeholders—such as educators, policymakers, and industry leaders—effectively harness AI's potential to enhance creative thinking and innovation among future generations.

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