



International Journal of Advance Studies and Growth Evaluation

Creativity and Vocational Interests of High School Students

^{*1}Dr. Amita Joshi and ²Aditi Joshi

^{*1} Assistant Professor, Maulana Azad Sikshya Mahavidyalaya, Bilaspur, Chhattisgarh, India.

² Research Scholar, Indian Institute of Technology, Kanpur, India.

Article Info.

E-ISSN: 2583-6528

Impact Factor (QJIF): 8.4

Peer Reviewed Journal

Available online:

www.alladvancejournal.com

Received: 16/May/2026

Accepted: 11/June/2026

Abstract

The present study aimed to examine the creativity and vocational interests of rural and urban secondary-level students. Education plays an important role in developing students' creative abilities and guiding them toward suitable vocational choices. In the modern educational context, creativity and vocational interest are considered essential factors for the holistic development and career planning of adolescents. The study was conducted to determine whether any significant differences exist between rural and urban students with respect to creativity and vocational interests. The objectives of the study were: (i) to compare the creativity levels of rural and urban secondary-level students, and (ii) to compare the vocational interests of rural and urban secondary-level students. The study was based on the null hypotheses that there would be no significant difference in creativity between rural and urban secondary-level students, and that there would be no significant difference in vocational interest between rural and urban secondary-level students. A descriptive survey method was employed for the investigation. The sample consisted of secondary-level students selected from rural and urban schools through appropriate sampling techniques. Standardized tools were used to measure creativity and vocational interests. The collected data were analyzed using statistical techniques such as mean, standard deviation, and t-test. The findings of the study revealed that there was no significant difference between rural and urban secondary-level students in terms of creativity. Similarly, no significant difference was found in the vocational interests of rural and urban students. The results indicate that environmental setting alone may not significantly influence students' creative abilities and vocational preferences at the secondary level. The study highlights the importance of providing equal educational opportunities and career guidance programs for students irrespective of their residential background.

*Corresponding Author

Dr. Amita Joshi

Assistant Professor, Maulana Azad
Sikshya Mahavidyalaya, Bilaspur,
Chhattisgarh, India.

Keywords: Creativity, Vocational Interest, Rural Students, Urban Students, Secondary-Level Students.

Introduction

Education is regarded as a fundamental means for the development of human potential and social progress. At the secondary level, students undergo significant cognitive, emotional, and social changes that influence their academic achievement, personality development, and future career choices. Among the important psychological variables related to students' development, creativity and vocational interest have gained considerable attention in the field of education and educational psychology. Creativity is considered an essential quality for the progress of both individuals and society. It refers to the ability to produce original ideas, discover new relationships, and solve problems in unique ways. According to E. Paul Torrance (1974), creativity involves fluency, flexibility, originality, and elaboration in

thinking. Creative students tend to demonstrate curiosity, imagination, and independent thinking, which contribute positively to their academic and personal growth. Modern education emphasizes the development of creativity because it prepares learners to meet the challenges of a rapidly changing world (Runco, 2007). Vocational interest is another important factor influencing the educational and occupational development of students. Vocational interests refer to the preferences, likes, and inclinations of individuals toward particular occupations or professional activities. According to John L. Holland (1997), vocational interests play a crucial role in career selection and adjustment. During adolescence, students begin to explore different occupations and develop interests based on their abilities, personality traits, environmental influences, and educational experiences.

Proper identification of vocational interests helps students make suitable career decisions and achieve satisfaction in their professional lives. The environment in which students grow and learn may influence their creativity and vocational interests. Rural and urban students often differ in terms of educational opportunities, socio-economic background, parental support, exposure to technology, and access to guidance services. Urban schools generally provide more educational facilities, career awareness programs, and extracurricular opportunities, whereas rural schools may face limitations in infrastructure and resources. However, educational reforms, technological advancement, and increased awareness have gradually reduced these differences between rural and urban settings. Several researchers have studied creativity and vocational interests among students from different backgrounds. Some studies reported significant differences between rural and urban students, while others found no significant variation in these variables (Anastasi & Urbina, 1997; Super, 1990). Therefore, there is a need to further investigate whether residential background significantly affects the creativity and vocational interests of secondary-level students.

The present study is undertaken to examine the differences in creativity and vocational interests between rural and urban secondary-level students. The study is based on the null hypotheses that there will be no significant difference in creativity between rural and urban secondary-level students and that there will be no significant difference in vocational interest between rural and urban secondary-level students. The findings of the study may help teachers, counselors, and educational planners understand the psychological characteristics of students and provide equal opportunities for their creative and vocational development.

Need and Significance of the Study

In the present era of rapid scientific, technological, and social change, education is expected not only to provide knowledge but also to develop creativity and career awareness among students. Creativity and vocational interest are important psychological and educational variables that influence the personal, academic, and professional development of learners. At the secondary level, students begin to form attitudes, interests, and aspirations related to future occupations. Therefore, understanding the creativity and vocational interests of secondary-level students has become an important area of educational research. Creativity is considered an essential component of effective learning and problem-solving. According to E. Paul Torrance (1974), creativity helps individuals generate original ideas and adapt successfully to changing situations. Educational institutions are expected to nurture creative thinking among students so that they can contribute positively to society. Similarly, vocational interest plays a significant role in helping students select careers according to their abilities, aptitudes, and preferences. John L. Holland (1997) emphasized that vocational interests are closely related to occupational choice and career satisfaction. The comparison between rural and urban students is educationally important because environmental conditions may influence students' learning experiences, exposure, and aspirations. Rural students often face limitations such as inadequate educational facilities, lack of career guidance, and restricted access to technological resources, whereas urban students may receive greater academic exposure and vocational opportunities. Despite these differences, modernization, educational reforms, and

digital access may have minimized the gap between rural and urban students. Therefore, it becomes necessary to investigate whether significant differences actually exist in creativity and vocational interests among these groups. The need for the present study also arises from inconsistent findings of previous research. Some studies have reported significant differences between rural and urban students in creativity and vocational interests, while others found no meaningful differences (Runco, 2007; Super, 1990). Hence, further investigation is required to obtain a clearer understanding of these variables in the context of secondary education.

The significance of the present study lies in its contribution to educational planning, guidance, and policy-making. The findings may help teachers understand the creative potential and vocational preferences of students from different backgrounds. The study may also assist school counselors in providing appropriate career guidance programs for secondary-level students. Educational administrators and curriculum planners can use the findings to design learning experiences that encourage creativity and vocational awareness equally among rural and urban students. Furthermore, the study may contribute to the field of educational psychology by providing empirical evidence regarding the relationship between residential background, creativity, and vocational interests. It may also serve as a reference for future researchers interested in studying creativity, career development, and adolescent education.

Previous Research Studies

Supatminingsih, T. (2024). Studied Exploring the Influence of Parental Occupation and Student Creativity on Entrepreneurial Interest Among Vocational Students. Perrine, N. E., & Brodersen, R. M. (2005). Research on Artistic and scientific creative behaviour: Openness and the mediating role of interests. Kelly, K. E., & Kneipp, L. B. (2009). Studied on you do what you are: the relationship between the scale of creative attributes and behavior and vocational interests. Wiernik, B. M., Dilchert, S., & Ones, D. S. (2016). Studied creative interests and personality. Vuyk, M. A., & Kerr, B. A. (2019). Research on Personality and vocational interests of creative adolescents from racial and ethnic minorities. Sagiv, L. (2002). Studied vocational interests and basic values. Oke, J. O., Musta'amal, A. H., & Fatokun, J. O. (2014). Studied the parental influence on creativity development and vocational interest of children in Ekiti State, Nigeria. Marszałek, A. (2023). Investigate the vocational interests of the winners of the technical creativity contest. Sağocak, A. M., Yılmaz, E., & Karahan, N. (2013). Investigate Knowledge, skills and creativity in vocational and technical education. De Bruin, G. P. (2002). Studied the relationship between personality traits and vocational interests. Leuty, M. E., Hansen, J. I. C., & Speaks, S. Z. (2016). Investigate Vocational and leisure interests: A profile-level approach to examining interests. Nandwana, S., & Asawa, N. (2007) studied the Vocational Interest of High and Low creative adolescents. *Journal of Social Sciences*, 14(2), 189-190. Duffy, R. D., Borges, N. J., & Hartung, P. J. (2009). Studied the personality, vocational interests, and work values of medical students. Hansen, J. I. C., & Wiernik, B. M. (2018). Investigate Work preferences: Vocational interests and values. Nye, C. D., Su, R., Rounds, J., & Drasgow, F. (2012). Research on Vocational interests and performance: A quantitative summary of over 60 years of research. Kiani, SHOA B. (2010). Research on Personality and vocational interests in high school students. Roza, S., & Muchtar, B.

(2019, September). Investigate the Effect of Entrepreneurship Education, Creativity, and Self-Efficacy on Entrepreneurship Interest in Vocational Students.

Independent Variable: Creativity

Dependent Variable: Vocational Interest

Concomitant Variables: School (Rural–Urban)

Research Method: The survey method will be employed in the present study.

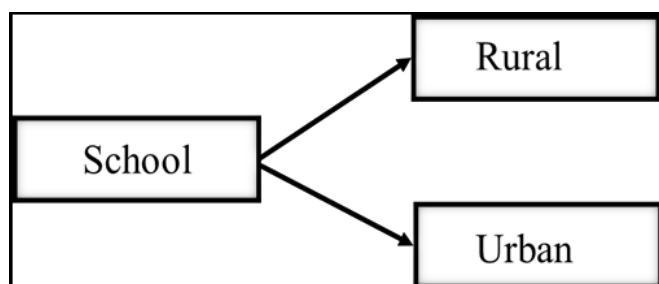


Fig 1: School (Rural–Urban)

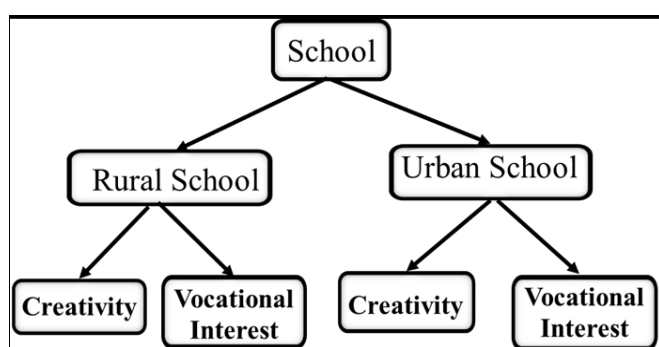


Fig 2: School (Rural–Urban), Creativity, Vocational Interest

Delimitations of the Study

This research dissertation will focus on Class 9 students (both male and female) at the secondary level from both rural and urban backgrounds within the Bilha Development Block of Bilaspur District. Students (both male and female) are studying at the secondary level in urban and rural schools across Bilaspur District. Selected Class 9 students (both male and female) at the secondary level from urban and rural schools within Bilaspur District. This research study will be conducted using simple random sampling.

Table 1: Mean, Standard Deviation, and t-Value of Creativity Test Scores of Secondary-Level Students Based on Regionality (Rural and Urban)

S. No	Creativity Regionality	Sample Size (N)	Mean (M)	Standard Deviation (SD)	df	"t" Value	Significance	Level
1	Rural	100	45.45	8.54	198	1.024	Not Significant Difference	P< 0.01
2	Urban	100	55.12	8.82				

It is evident from the above table that the mean score for creativity among rural students was 45.45, with a standard deviation of 8.54, while for urban students, the mean score was 55.12, with a standard deviation of 8.82. A t-test was conducted to examine the significance of the difference between the means regarding the creativity levels of the urban students, yielding a value of 1.024. At 198 degrees of freedom (d.f.) and a 0.01 level of significance, the tabulated t-value is 2.62. The calculated value is lower than the tabulated value; therefore, the hypothesis is accepted. Based on the above analysis, there is no significant difference in the vocational interests of rural and urban students. Therefore, Hypothesis H1 is accepted. While a difference is evident based on the mean scores, no such difference is observed based on the standard deviation and the values obtained from the t-test.

Research Instruments

Creativity Scale: Dr. B.K. Passi

Vocational Interest Scale: Dr. S.P. Kulshreshtha

Statistical methods will be employed to complete the present research study. Data will be collected and analyzed to derive conclusions, and recommendations will be offered.

Objectives

1. To study the level of creativity among secondary school students.
2. To study the creativity level of urban and rural secondary school students.
3. To study the vocational interest of secondary school students.
4. To study the vocational interest of rural and urban secondary school students.

Research Questions

1. Will there be a difference in the level of creativity among secondary-level students based on their region?
2. Will there be a difference in vocational interests among secondary-level students based on their regional background?

Research Hypotheses

1. **H₀₁:** There will be no significant difference in creativity between rural and urban secondary-level students.
2. **H₀₂:** There will be no significant difference in vocational interest between rural and urban secondary-level students.

Hypothesis: H₀₁

H₀₁: There will be no significant difference in creativity between rural and urban secondary-level students.

Whether a student hails from a rural or an urban area, their region or environment does not exert a significant influence on their mindset. Students of all levels are found in every region, suggesting that there is likely no difference in the creativity levels of students from rural and urban areas. Based on this premise, the aforementioned hypothesis H₀₁ was formulated.

Hypothesis: H₀₂

H₀₂: There will be no significant difference in vocational interest between rural and urban secondary level students.

From a regional perspective, there is no difference in the vocational interests of students, regardless of whether they hail from rural or urban areas. With the increased accessibility of communication media specifically the advancement of newspapers, employment news publications, radio, television, computers, and the internet the impact of the country's geographical diversity has become secondary. Students' general awareness has expanded significantly, leading to a substantial enhancement in their vocational interests; consequently, there is no discernible difference between the vocational interests of students at the rural and urban levels. It is from this perspective that the researcher formulated the aforementioned hypothesis, H₀₂.

Table 2: Mean, Standard Deviation, and t-Value of Vocational Interests Test Scores of Secondary-Level Students Based on Regionality (Rural and Urban)

S. No	Vocational Interests Regionality	Sample Size (N)	Mean (M)	Standard Deviation (SD)	df	"t" Value	Significance	Level
1	Rural	100	78.74	12.00	198	0.0004	No Significant Difference	P < 0.01
2	Urban	100	83.91	10.25				

It is evident from the above table that the mean score for vocational interest among rural students was 78.74, with a standard deviation of 12.00; conversely, the mean score for vocational interest among urban students was 83.91, with a standard deviation of 10.25. To test the significance of the difference between the mean vocational interest scores of rural and urban students, a t-test was conducted, yielding a value of 0.0004. At 198 degrees of freedom (d.f.) and a 0.01 level of significance, the tabulated t-value is 2.62. Since the calculated value is lower than the tabulated value, the hypothesis is accepted.

Based on the above analysis, there is no significant difference in the vocational interests of rural and urban students. Therefore, Hypothesis H₀₂ is accepted.

Conclusion and Analysis

Hypothesis H₀₁:

H₀₁: There will be no significant difference in creativity between rural and urban secondary-level students.

Following the statistical analysis conducted to examine differences in creativity levels among secondary level students based on their geographical background, no significant difference was found between the creativity levels of rural students and those of urban students. Therefore, Hypothesis H₀₁ is accepted.

Whether a student hails from a rural or an urban background, the presence of creativity is inherent in both to an equal degree. Today, the communication revolution has bridged the gap between villages and cities in the realms of education and employment. The evolution of the educational environment has fostered an increase in students' curiosity and zeal for novelty, originality, and creative endeavors. No significant difference was observed between the levels of creativity demonstrated by rural and urban students.

Hypothesis: H₀₂

H₀₂: There will be no significant difference in vocational interest between rural and urban secondary level students.

Following the statistical analysis conducted to determine whether there is a significant difference in the vocational interests of secondary level students based on their region, no significant difference was found between the vocational interests of rural students and those of urban students. Therefore, Hypothesis H₀₂ is accepted.

Every student today aspires to become financially prosperous and, by achieving professional advancement, seeks to secure a respectable position within society. The trends regarding career choices appear to be similar among both rural and urban students. A distinct shift in mindset is clearly evident, largely attributable to the expansion of educational communication. Access to quality education and exposure to diverse professional avenues have served to heighten the vocational interests of students. Consequently, a similar trend regarding vocational interests was observed among both rural and urban students

Educational Significance of the Study

- To ascertain whether the inherent talents of students are being effectively assessed through systematic efforts aimed at the exploration and development of creativity.
- The development of creativity among students will contribute to the eradication of superstitions and social evils.

Suggestions for Teachers

- In the teaching process, educators should make extensive use of activity-based methods such as using illustrations, presenting problems, conducting experiments, stimulating curiosity, utilizing crosswords, block tests, and similar techniques to foster creativity while simultaneously maintaining an active and engaging classroom environment.
- A teacher should be sensitive toward their students and, at the same time, possess a sense of patience.
- Teachers should endeavor to recognize the creativity inherent in their students and make concerted efforts to nurture and develop it.

Suggestions for Schools and Administration

- All necessary resources in the school such as laboratory equipment, books, magazines, etc., in proportion to the number of students should be arranged.
- To determine how students can be advanced in the field of business and to explore the potential benefits of creativity, appoint counselors or provide training to teachers, thereby enabling students to capitalize on available opportunities.

Suggestions for Future Research

- A study of the family background of creative students.
- A study of the creativity and vocational interests of intellectually gifted students.

Continuous research in this field will foster a positive shift in students' attitudes toward creativity and enhance their vocational interests. Simultaneously, it will aid in addressing the socio-economic challenges particularly unemployment currently confronting India. There is a pressing need for systematic, large-scale research conducted by teachers and training institutions in Chhattisgarh, focusing on a carefully selected subject area. In particular, it is essential to assess the understanding that students studying in both rural and urban schools and their teachers possess regarding vocational pursuits and creativity. The curriculum serves as the compass that determines the trajectory of a child's holistic development. Furthermore, such research studies will provide insights into whether the existing curriculum is effectively capable of guiding students' creative potential and vocational interests in the right direction.

References

1. Anastasi A, Urbina S. Psychological Testing (7th ed.). Prentice Hall, 1997.
2. De Bruin GP. The relationship between personality traits and vocational interests. *SA Journal of Industrial Psychology*. 2002; 28(1):49-52.
3. Duffy RD, Borges NJ, Hartung PJ. Personality, vocational interests, and work values of medical students. *Journal of Career Assessment*. 2009; 17(2):189-200.
4. Hansen JIC, Wiernik BM. Work preferences: Vocational interests and values. *The SAGE handbook of industrial, work & organizational psychology: Personnel psychology and employee performance*. 2018; 1:408-448.
5. Holland JL. Making Vocational Choices: A Theory of Vocational Personalities and Work Environments (3rd ed.). Psychological Assessment Resources, 1997.
6. Kelly KE, Kneipp LB. You do what you are: the relationship between the scale of creative attributes and behavior and vocational interests. *Journal of Instructional Psychology*. 2009; 36(1).
7. Kiani SHOAIB. Personality and vocational interests in high school students. Unpublished Doctoral Thesis). National Institute of Psychology, Islamabad Pakistan, 2010.
8. Leuty ME, Hansen JIC, Speaks SZ. Vocational and leisure interests: A profile-level approach to examining interests. *Journal of Career Assessment*. 2016; 24(2):215-239.
9. Marszałek A. Vocational interests of the winners of the technical creativity contest. *Edukacja Ustawiczna Dorosłych*. 2023; 122(3):43-60.
10. Nandwana S, Asawa N. Vocational Interest of High and Low creative adolescents. *Journal of Social Sciences*. 2007; 14(2):189-190.
11. Nye CD, Su R, Rounds J, Drasgow F. Vocational interests and performance: A quantitative summary of over 60 years of research. *Perspectives on Psychological Science*. 2012; 7(4):384-403.
12. Oke JO, Must'a'amal AH, Fatokun JO. Parental influence on creativity development and vocational interest of children in Ekiti State Nigeria. *Journal of Techno-Social*. 2014; 6(1).
13. Perrine NE, Brodersen RM. Artistic and scientific creative behavior: Openness and the mediating role of interests. *The Journal of Creative Behavior*. 2005; 39(4):217-236.
14. Roza S, Muchtar B. Effect of Entrepreneurship Education, Creativity, and Self Efficacy on Entrepreneurship Interest in Vocational Students. In Third Padang International Conference on Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2019) Atlantis Press, 2019, 560-565
15. Runco MA. Creativity: Theories and Themes: Research, Development, and Practice. Elsevier Academic Press, 2007.
16. Sagiv L. Vocational interests and basic values. *Journal of Career Assessment*. 2002; 10(2):233-257.
17. Sağocak AM, Yılmaz E, Karahan N. Knowledge, skills and creativity in vocational and technical education. *International Journal of Educational Researchers*. 2013; 4(1):13-21.
18. Supatminingsih T. Exploring the Influence of Parental Occupation and Student Creativity on Entrepreneurial Interest among Vocational Students. *KnE Social Sciences*. 2024; 9(2):487-502.
19. Super DE. A life-span, life-space approach to career development. In D. Brown & L, 1990.
20. Brooks (Eds.), *Career Choice and Development* (2nd ed., pp. 197–261). Jossey-Bass.
21. Torrance EP. Torrance Tests of Creative Thinking. Personnel Press, 1974.
22. Vuyk MA, Kerr BA. Personality and vocational interests of creative adolescents from racial and ethnic minorities. *Gifted and Talented International*. 2019; 34(1-2):116-128.
23. Wiernik BM, Dilchert S, Ones DS. Creative interests and personality. Zeitschrift für Arbeits-und Organisationspsychologie A & O, 2016.