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A Study of Creativity and Vocational Interests among High School Students

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Abstract

The present study aims to investigate the creativity of high school students in relation to their vocational interests with reference to gender and locality. Creativity plays an important role in the intellectual, emotional, and vocational development of adolescents. Vocational interest, on the other hand, influences students' future career choices and occupational adjustment. Therefore, understanding the relationship between creativity and vocational interests among high school students is essential for effective educational and career guidance.

The study focuses on comparing the creativity levels and vocational interests of boys and girls, as well as rural and urban students studying at the high school level. A descriptive survey method was employed for conducting the research. The sample consisted of high school students selected from rural and urban schools through an appropriate sampling technique. Standardized tools were used to measure the creativity and vocational interests of the students. Statistical techniques such as mean, standard deviation, and t-test were applied for the analysis and interpretation of data.

The findings of the study are expected to reveal significant differences in creativity and vocational interests among boys and girls and between rural and urban students. The study may also indicate the influence of creativity on students' vocational preferences and career aspirations. The results will be helpful for teachers, counsellors, parents, and educational planners in understanding students' creative potential and vocational needs. Furthermore, the study emphasizes the importance of developing creativity in schools for better vocational awareness and career development among adolescents.

Keywords: *Creativity, Vocational Interests, High School Rural and Urban Students, Gender Differences.*

Introduction

It is essential to give a vocational orientation To Creativity through the medium of education. It is the duty of every nation and citizen to provide a conducive environment to creative children and assist in the development of their talents. A child's aptitude influences the shaping of their life. A child's vocational interest is contingent upon their creativity. When a child possesses a high level of creativity, they also develop the capacity to overcome situational obstacles. Creativity is an acquired attribute; Vocational Interest can be awakened through appropriate education and the cultivation of creativity.

Education plays a vital role in the overall development of students by nurturing their intellectual abilities, creativity, and vocational competencies. In the modern educational system, creativity has gained significant importance because it enables students to think independently, solve problems innovatively, and adapt effectively to changing social and occupational

environments. High school education is considered a crucial stage in adolescent development, where students begin to shape their future career aspirations and vocational interests.

Creativity is generally defined as the ability to produce new, original, and meaningful ideas. According to Guilford (1967), creativity involves divergent thinking, originality, fluency, flexibility, and problem-solving abilities. Torrance (1974) described creativity as a process of sensing problems, forming ideas or hypotheses, testing them, and communicating the results. Creative students are often curious, imaginative, and capable of exploring multiple solutions to a problem. The development of creativity among students contributes not only to academic achievement but also to vocational and professional success.

Vocational interest refers to an individual's preference toward certain occupations, activities, or career fields. Super (1957) emphasized that vocational interests influence career choices and occupational adjustment. During adolescence, students develop interests based on their abilities, personality traits, social environment, and educational experiences. Vocational interests help students identify suitable career paths and make informed decisions regarding their future professions.

The relationship between creativity and vocational interest has become an important area of educational research. Creative students often show interest in careers that require innovation, imagination, and independent thinking. Vocational interests may vary according to gender and locality because social, cultural, and educational opportunities differ between boys and girls as well as rural and urban students. Urban students generally have greater exposure to educational resources, career guidance, and occupational opportunities, whereas rural students may face limitations due to lack of facilities and awareness. Similarly, gender stereotypes and societal expectations may influence vocational aspirations and creative expression among boys and girls.

In the present competitive world, it is necessary to understand how creativity affects the vocational interests of high school students. Such understanding can help teachers, parents, counselors, and educational planners provide proper guidance for students' educational and career development. Therefore, the present study aims to examine the creativity of high school students (boys and girls, rural and urban) and its effect on their vocational interests

Need and Significance of the Study

Merely educating a child is not sufficient to sustain their life. Within the educational system, it is essential to ascertain whether the knowledge imparted to a child is effectively fostering the right perspective regarding their creative and vocational aptitudes. It is increasingly evident that the current educational system lacks a practical orientation. Consequently, students are unable to comprehend life goals and values, and they remain anxious about their future.

It is imperative to identify and encourage the creativity inherent in every student, providing them with appropriate guidance to steer them in the right direction. This specific problem has been selected for study with the aim of establishing a proper balance between creativity and vocational aptitude.Studying is essential to determine what a student aspires to become.Previous researchers have conducted studies on children's creativity, as well as their academic achievement, intelligence quotient (IQ), and personality traits. Similarly, researchers have also investigated vocational aspirations. There is a need to study the impact of creativity on vocational interests.

This research will also be significant in that it will provide students, teachers, and parents with necessary guidance. Contemporary society expects a creative child.

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).

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Theoretical Framework of Creativity and Vocational Interest

The theoretical framework for studying the relationship between creativity and vocational interests of secondary level students is grounded in established psychological and career development theories that explain both creative functioning and the formation of vocational preferences.

Creativity is commonly conceptualized through the works of Guilford (1950), who introduced the structure of intellect model and emphasized divergent thinking as a core component of creativity. Divergent thinking involves fluency, flexibility, originality, and elaboration, which are essential indicators of creative potential. Torrance (1974) further expanded this perspective by developing the Torrance Tests of Creative Thinking (TTCT), highlighting creativity as a measurable cognitive ability that can be nurtured through education. These theories suggest that creativity is not a fixed trait but a developable capacity influenced by learning experiences and environmental stimulation.

Vocational interest, on the other hand, is widely explained through Holland's Theory of Career Choice (RIASEC model) (Holland, 1997). Holland classified vocational interests into six types Realistic, Investigative, Artistic, Social, Enterprising, and Conventional arguing that individuals tend to select careers that align with their personality types and interests. Similarly, Super's Life-Span, Life-Space Theory (Super, 1990) emphasizes that vocational interests develop over time through self-concept formation, experiences, and changing life roles. Roe's Theory of Occupational Choice (Roe, 1956) also highlights early childhood experiences and emotional environments as key determinants of career preferences.

The integration of creativity with vocational interest is supported by the strong alignment between creative thinking and the "Artistic" and "Investigative" dimensions of Holland's model. Creative individuals often demonstrate preferences for occupations that allow innovation, problem-solving, expression, and originality. Thus, students with higher creativity levels are more likely to show interest in artistic, scientific, and entrepreneurial vocations.

In the context of secondary education, the theoretical framework posits that creativity acts as a significant predictor of vocational interest patterns. Educational environments that encourage divergent thinking, problem-solving, and innovation are likely to broaden students' awareness of career options and strengthen their vocational clarity.

Objectives

1. To study the level of creativity among secondary school students.
2. To study the level of creativity among secondary school students based on gender.
3. To study the creativity level of urban and rural secondary school students.
4. To study the vocational interest of secondary school students.
5. To study the vocational interest of secondary school students based on gender.
6. To study the vocational interest of rural and urban secondary school students.
7. To find the correlation between creativity and vocational interest of secondary school students.

Research Questions

1. Will there be a difference in the level of creativity among secondary-level students based on gender?
2. Will there be a difference in the level of creativity among secondary-level students based on their region?
3. Will there be a difference in vocational interests among secondary-level students based on gender?
4. Will there be a difference in vocational interests among secondary-level students based on their regional background?
5. Will there be a correlation between creativity and vocational interests among secondary-level students?

Research Hypotheses

1. H_{01} There will be no significant difference in creativity among secondary-level students based on gender.
2. H_{02} There will be no significant difference in creativity between rural and urban secondary-level students.
3. H_{03} There will be no significant difference in vocational interest among secondary-level students based on gender.
4. H_{04} There will be no significant difference in vocational interest between rural and urban secondary-level students.
5. H_{05} A significant correlation will be found between creativity and vocational interest among secondary-level students.

Independent Variable: Creativity

Dependent Variable: Vocational Interest

Concomitant Variables: School (Rural–Urban), Gender (Male–Female)

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

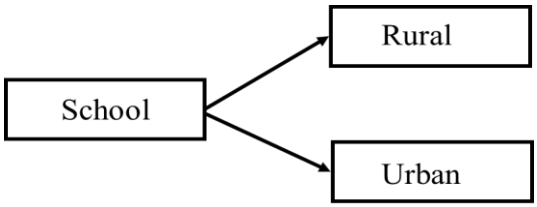


Fig. 01: Types of School

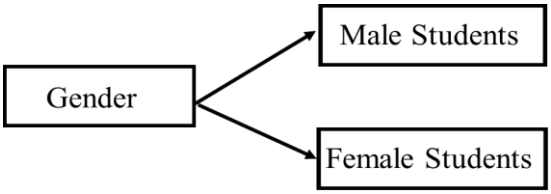


Fig. 02: Types of Gender

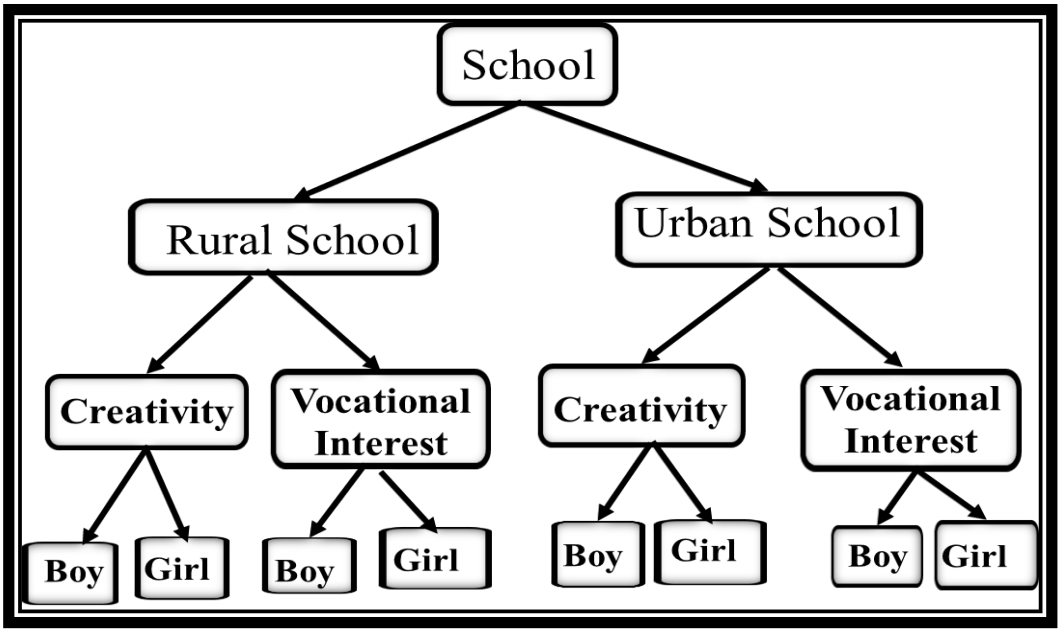


Fig. 03: Types of School, Types of Gender, Creativity and Vocational Interest

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.

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.

Hypothesis:H_{01}

There will be no significant difference in creativity based on gender among students at the secondary level.

Apart from differences in physical constitution and capacity, there is generally no distinction between male and female students in terms of their creative levels. This suggests that there would likely be no difference in the *degree* of their creativity either. In this context, the researcher formulated the aforementioned hypothesis. To test this hypothesis, calculations were performed using scores obtained from a creativity scale to determine the mean and standard deviation for both male and female students. A 't-test' was subsequently conducted to assess the significance of the difference between the means of the two groups. The data obtained from this analysis are presented in Table No. 01 below.

Table No. 01. Mean, Standard Deviation, and t-Value of Data Obtained from a Creativity Test Administered to Secondary-Level Students, Based on Gender

Sr. No	Creativity Gender	Sample Size (N)	Mean (M)	Standard Deviation (SD)	df	"t" Value	Significance	Level
1	Male Students	100	46.1	10.19	198	5.629	Significant Difference	P > 0.01
2	Female Students	100	55.6	7.77				

It is evident from the above table that the mean score for creativity among male students was 46.1, with a standard deviation of 10.19, while the mean score for creativity among female students was 55.6, with a standard deviation of 7.77. A t-test was conducted to examine the significance of the difference between the mean creativity levels of male and female students, yielding a t-value of 5.629. 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 exceeds the tabulated value, the hypothesis is rejected.

It is concluded that there is a significant difference between the creativity levels of male and female students. This difference favors the female students.

Hypothesis:H_{02}

H_{02}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 H_{01} was formulated.

Table No. 02. Mean, Standard Deviation, and t-Value of Creativity Test Scores of Secondary-Level Students Based on Regionality (Rural and Urban)

Sr. 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.

Hypothesis:H_{03}

H_{03}There will be no significant difference in vocational interest among secondary-level students based on gender

In the current scenario, there is no significant difference in vocational interests based on gender within the professional sphere. Women are now professionally engaged in fields that were once male-dominated, just as men have become involved in areas that were previously dominated by women. For instance, women participate equally in traditionally male-dominated sectors such as the military, wrestling, mountaineering, and space exploration; conversely, men participate equally in traditionally female-dominated fields such as culinary arts, interior decoration, drawing and painting, and Rangoli. Taking this shift into consideration, the researcher has formulated the aforementioned hypothesis, H03.

Table No. 03. Mean, Standard Deviation, and t-Value of Data Obtained from a Vocational Interests Test Administered to Secondary-Level Students, Based on Gender

Sr. No	vocational interests Gender	Sample Size (N)	Mean (M)	Standard Deviation (SD)	df	"t" Value	Significance	Level
1	Male Students	100	75.88	11.33	198	1.669	No Significant Difference	P < 0.01
2	Female Students	100	86.77	8.63				

It is evident from the above table that the mean score for vocational aptitude among male students was 75.88, with a standard deviation of 11.33; conversely, the mean score for vocational aptitude among female students was 86.77, with a standard deviation of 8.63. A t-test was conducted to assess the significance of the difference between the mean vocational aptitude levels of male and female students, yielding a calculated value of 1.669. 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. It has been concluded that there is no significant difference between the vocational interests of male and female students. Therefore, Hypothesis H_{03} 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.

Hypothesis:H_{04}

H_{04}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, H_{04}.

Table No. 04. Mean, Standard Deviation, and t-Value of Vocational Interests Test Scores of Secondary-Level Students Based on Regionality (Rural and Urban)

Sr. 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 H_{04} is accepted.

Hypothesis:H_{05}

H_{05} A significant correlation will be found between creativity and vocational interest among secondary level students

H_{05} A significant correlation will be found between creativity and vocational interest among secondary-level students. It is generally believed that a relationship exists between creativity and vocational interest. Creativity influences most professions. If creativity is not commercialised, it begins to fade away. The creativity found in a student can be expanded and transformed into a vocation. Consequently, Hypothesis H_{05} was formulated to investigate the relationship between creativity and vocational interest.

Table No. 05. Correlation Coefficient between Creativity and Vocational Interest of Secondary-Level Students

Sr. No	Variables	Sample Size (N)	df	'r' Value	Significance	Level
1	Creativity	200	398	0.3726	There is a significant correlation.	Moderate Positive Correlation
2	Vocational Interest	200				

It is evident from the above table that the correlation coefficient 'r' was calculated to examine the correlation between the creativity and vocational interest of the students. At 398 degrees of freedom (d.f.), the calculated correlation coefficient and the table value of the correlation coefficient are r = 0.3726 and r = 0.181, respectively. The calculated value of the correlation coefficient (r) exceeds the tabulated value. Therefore, a significant correlation exists between creativity and vocational interest. Furthermore, a positive correlation of a moderate degree was observed. Based on the above analysis, it is concluded that there is a significant correlation between creativity and vocational interest. Consequently, Hypothesis No.H_{05} is accepted. This relationship is of a moderate positive nature.

Conclusion And Analysis

Hypothesis:H_{01}

H_{01}: There will be no significant difference in creativity based on gender among students at the secondary level

Following the statistical analysis conducted to examine gender-based differences in the creativity levels of secondary-level students, a disparity was observed between the creativity levels of male students and female students. This difference favors the female students. Due to differences in upbringing and family environment, female students possess a greater capacity for creative work—or creativity—than their male counterparts. Female students undertake tasks wholeheartedly and with patience. It is for this very reason that a difference in creativity levels has been observed.

Hypothesis:H_{02}

H_{02}: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 H_{02} 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:H_{03}

H_{03}There will be no significant difference in vocational interest among secondary-level students based on gender

Following the statistical analysis conducted to examine gender-based differences in the vocational interests of secondary-level students, it was found that there is no significant difference between the vocational interests of male students and those of female students. Therefore, Hypothesis H_{03} is accepted. Students both male and female have equal access to educational and training opportunities in every field. Compared to the past, education has brought about a profound transformation in the outlook of female students; today, whether in employment or entrepreneurship, the number of male and female students appears to be equal across all sectors. In the current competitive environment, girls are becoming increasingly aware not only regarding the sphere of their own education but also concerning their duties, rights, and future career paths. The guidance provided by teachers and parents has played a pivotal role in shaping the vocational interests of these students. Consequently, no significant difference in vocational interests was observed based on gender.

Hypothesis:H_{04}

H_{04}: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 H_{04} 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

H_{05}: A significant correlation will be found between creativity and vocational interest among secondary-level students

Based on the above analysis, it is concluded that there is a significant correlation between creativity and vocational interest. Consequently, Hypothesis No.H_{05} is accepted. This relationship is of a moderate positive nature. It is hypothesized that if students possess a high level of creativity, their vocational interests will also be high; conversely, if their creativity is low, their vocational interests will likewise be low. Following the statistical analysis of the data, a moderate positive correlation was observed between the students' creativity and their vocational interests. The underlying reason for this lies in the fact that, in the contemporary educational landscape, the teaching-learning process has become child-centric. In addition to the prescribed curriculum taught within schools, education is imparted through various other mediums of communication and diverse pedagogical methods, thereby enabling students to learn by doing and ensuring that their acquired knowledge becomes enduring. Consequently, this fosters the development of the students' creative potential. As this creative potential evolves, their interest in various vocational fields also increases.

Educational Significance of the Study

The educational significance of examining the impact of creativity on vocational interests is outlined below:

- To ascertain whether the knowledge imparted to a child is effectively fostering the development of a sound perspective regarding their creative potential and vocational interests.
- To recognize that, as creativity is cultivated, students' interest in every academic subject will naturally increase.
- 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.
- To determine the extent to which a child's capacity to overcome situational obstacles and realize their vocational interests is enhanced when their scientific creativity is high.
- This will foster the development of adjustment capabilities among students.

Suggestions for Teachers

- A teacher should possess a sound knowledge of their subject matter as well as of child psychology. This will enable the teacher to conduct their teaching effectively—employing experimental methods or hands-on demonstrations—thereby facilitating student learning. Consequently, this approach will foster the development of the students' creative capacities—such as flexibility, originality, elaboration, curiosity, and expressiveness—and will simultaneously heighten their interest in the profession.
- To foster creativity among students, psychological techniques—such as learning by doing and memory-based methods—should be incorporated.
- A teacher's conduct should be such that students are inspired by it to shape and build their own future.
- 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.
- Students should be made aware of the significance of small-scale enterprises, keeping local requirements in mind.
- Students should be provided with information regarding how creativity can be commercialized and how this process aids in achieving success. They should also be guided in the creation of self-designed, improvised tools and equipment.
- Alongside general education, students should also receive vocational training to foster the development of their professional aptitude**.**

Suggestions for Schools and Administration

- Psychological resources should be made available to foster the development of creativity.
- Talented students and hardworking teachers in every school should be rewarded.
- 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.
- To foster creativity and develop vocational interests, programs involving field trips—such as visits to local industries, natural sites, museums, and science fairs—should be organized.

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.
- A study on the impact of economic status on students' vocational interests.
- A comparative study of the vocational interests of students belonging to high and low socio-economic strata.

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.

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