



## Creativity Coaching: An Experiment with Adolescent Girls in Kerala

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### Abstract

*If tomorrow is to be an enhanced and brighter one, today's children and adolescents are to be focused, because they are the adults of tomorrow; the inheritors of the present civilization in the millenniums to come. For this, the urgent attention of both theoretical and practical attention of life skills development efforts in the country is mandatory with the 'Development of Creativity of Adolescents', because it is their creativity, which is going to design and determine the future. The process of empowering the women folk in our rural villages make this need much more augmented and brings the adolescent girls in the centre stage. Further the progressive changes among the Dimensions of the creativity of adolescent girls will make them competent and successful in their current as well as future life tasks. This is possible through the 'Creativity coaching' is a subset of life skill coaching and development where the creativity potential of the adolescents is coached for the functionalisation to effective growth and natural development. The author of this paper has developed and implemented the 'creativity coaching module' to functionalize the creativity thinking skills of adolescent girls through working on the specific dimensions of their Divergent Thinking, Original Thinking, Imaginative Thinking, Thinking for Discovering Alternatives, Flexibility in Thinking, Thinking for Barrier Removal, and Problem Solving Thinking. This paper is an attempt to bring out the result and associated implications from the experiment of creativity coaching. The intervention was carried out as a specific activity of the Mathruka Anganwadi Project designed and implemented in the Parakkadavu Block Panchayath of Ernakulam District, Kerala, India.*

*Keywords: Coaching Adolescents' Creativity Skills; Divergent, Original, Imaginative Thinking, discovering alternatives, Flexibility, Barrier Removal, and Problem Solving, Adolescent Girls Clubs*

**Introduction**

“Life Skills Development” and “Social Skills Development” as systematic processes is the practice of 'helping individuals to help themselves' to become integral, independent, productive and authentic human beings. In the wider sense, it also aims at the restructuring of the 'Inter' and 'Intra' dynamics and practices of individuals for the construction of a better world and human capital through widening the horizons of human existence and achievements. If this is to be effected, i.e., if tomorrow is to be a better and brighter one, today's children and adolescents are to be focused, because they are the adults of tomorrow; the inheritors of the present civilization in the millenniums to come. For this, the urgent attention of both theoretical and practical efforts of life skills development efforts in the country is required with the 'Development of Creativity of Adolescents', because it is their creativity, which is going to design and determine the future. The process of empowering the women folk in our rural villages make this need much more augmented and brings the adolescent girls in the centre stage. The development of life skills of the adolescent girls will eventually develop a quality new generation for the country as well as the entire world. Further the progressive changes among the Dimensions of the creativity of adolescent girls will make them competent and successful in their current as well as future life tasks.

'Creativity coaching' is a subset of life skill coaching and development where the creativity potential of the adolescents is coached for the functionalisation to effective growth and natural development. The author of this paper has developed and implemented the 'creativity coaching module' to functionalize the creativity thinking skills of adolescent girls through working on the specific dimensions of their Divergent Thinking, Original Thinking, Imaginative Thinking, Thinking for Discovering Alternatives, Flexibility in Thinking, Thinking for Barrier Removal, and Problem Solving Thinking.

This paper is an attempt to bring out the result and associated implications from the experiment of creativity coaching. The intervention was carried out as a specific activity of the Mathruka Anganwadi Project designed and implemented in the Parakkadavu Block Panchayath of Ernakulam District, Kerala, India.

### **Adolescents**

Derived from the Latin verb “adolescere”, the literal meaning of "adolescence" is apparent; “to grow “or "to grow to maturity". Phrases such as the 'identity crisis' of adolescence, 'the generation gap' between teenagers, and their parents, and 'the turmoil' or 'storm and stress' of the adolescent period have become well worn, if not hackneyed. Blos (1962), in his book 'On Adolescence', has called 'adolescence' a "second individuation process". According to Erickson (1963), 'adolescence is the most decisive period in the formation of the adult personality. Today, adolescence begins earlier and lasts longer than ever before. In our specific Indian culture, where the family relationships are very strong - even with the adolescent girls- this stage covers the second decade of life and lasts very long. From being a short, relatively insignificant transition, from puberty to adulthood adolescence has now become an extended period of preparation for life, a time for the training and education, that provides option for the individual's future.

The spirit of the present, the emergence of new responsibilities new social and cultural needs, and tumultuous social change, has made creativity of adolescent girls much more significant and crucial for their successful establishment as an individual in the society. In the world of rapid change and growth, existence is to be established in accordance with the pace of life determined by the informational, technological and scientific advancements. Currently there is competition for the very minds of people. Among those factors, which will determine the outcome of this competition, optimal utilisation of the potential creative capacity is the most important.

### **Creativity of Adolescents**

The period of Adolescence demonstrates a deliberate shift from the instinctual creative expressions of the childhood to the rational creative functioning, which serve as the basis of their future life and achievements. Adolescence is the most energetic period of development, ruled by the inquiring mind, roving curiosity, intellectual robustness and creative energy. It is in this period where the instinctual creativity of childhood is replaced by the rational creativity with the help of operational and

formal thinking. The convergent style of childhood will be challenged and divergent options will start to rule and guide them. This potential creativity of adolescents is understood as another cognitive capacity like intellect and is to be functionalised through creative activities like original, flexible and novel contributions. (Sternberg, R. J., & Williams, W. M. (1996), Russ, S., Robins, A., & Christano, B. (1999), Honigh, A.S. (2000)) The researchers have also ascertained that the creative potential can be made optimally functional through a planned intervention. This immense productive force in them is of vital importance to both the individual and society. If these abundant human resources are properly managed and channeled, the integral development of the individual and society can be accelerated to a great extent

For the Adolescents creative thinking (the functionalised elaboration of the potential creative capacity) is the highest of mental functions and creative production, the highest peak of achievement. Throughout the life cycle, it is the adolescent age which is most creative (rational) and so is very crucial for their and social development. If appropriate measures are not taken to nurture this potentiality and utilise this dynamic energy, the achievements and success in life will be badly affected and if so, they become problems to themselves and others in society. The cultivation of creativity is a key component of programs and strategies to produce positive outcomes for youth.

But unfortunately in the present educational systems and stressful social set –up, this potential natural grace available with the adolescent girls of the rural villages is not properly developed or constrictively utilized and so is either wasted or converted into a destructive force. In the present socio -cultural context of institutionalized values where the potential creative abilities of the adolescent girls, especially of the rural India are forsaken, but highly essential this natural abundant grace is in danger of institutionalization and convergence. The creative abilities of adolescent girls are forgotten or underestimated and so are not properly utilised. More than that in many circumstances the creativity is misappropriated to destructive activities.

In fact, creative efforts are essential part of the survival process and may hold the key to the prosperity and sustainable development of the future society. It is often said that the potential capacity to be creative is not a characteristic of a selected few, rather a process that is within everyone.

It is a dynamic process in man that helps him achieve dignity and meaning in life. Creativity, at its highest level, has probably been as important as any human quality in changing history and in reshaping the world. It might be added that a creative individual could often accomplish much more at much less expense than other people.

The researchers have divergent and in a way very creative conceptualizations and explanations for the term creativity. Some of them maintain the view that 'creativity involves fluency and flexibility of thinking, originality, perceptiveness of problems, and the ability to redefine and elaborate' (Lynch & Harris, 2001; Meador, 1997). Some other researchers hold the view that 'the distinctive attributes that make an individual more creative, including tolerance for uncertainty, willingness to overcome obstacles, openness to growth, possession of personal motivation, acceptance of sensible risk-taking, wanting to be recognized, and willingness to strive for such recognition' (Lynch & Harris, 2001). There are another set of researchers who believe and propose that 'a person is not generally creative in all areas but more often in specific fields. In all, human activities and cognitive processes we can conclude that creativity is a complex concept influenced by many factors including motivation, personality, circumstance, and thinking skills' (Meador, 1997). In this paper "the word Creativity is defined as the potential capacity of the adolescents which manifests in the form of definite skills of thinking and doing which can be coached and improved towards skillful decisions, actions and achievements in their academic and social life situations. It is the human capacity that makes all other capacities including intellectual capacity functional, effective and productive to the self and the society". It covers the dimensions and thinking process like Divergent Thinking, Original Thinking, and Imaginative Thinking, discovering alternatives, Flexibility, Barrier Removal, and Problem Solving.

Programs that teach adolescents creative problem-solving skills help them to become flourishing adults who can question the accuracy of information and put information to constructive use (Todd & Shinzato, 1999). Psychological health practitioners have discovered that creative activities can serve to safeguard children from stress (Honig, 2000). Creative thinking allows both young people and adults to "avoid boredom, resolve personal conflict, cope with increasing consumer choice, accept complexity

and ambiguity, make independent judgments, use leisure time constructively, and adjust to the rapid development of new knowledge” (Strom, 2000, p. 59). Learner involvement in creative activities (such as performing arts and group activities) has been found to reduce dropout rates and to improve student motivation (Sautter, 1994). This potential is best developed in a systematic approach that targets the benefits of the development of creative productivity, through the Creativity coaching. The modern world really counts on the performance and the term “**performance = potential minus interference**“, i.e. the coach assists the client remove interference.

### **Creativity Coaching**

Effective development and performance of creativity requires a balance among synthetic, analytic, and practical abilities. The person who is only synthetic may come up with innovative ideas, but cannot recognize or sell them. The person who is only analytic may be an excellent critic of other people's ideas, but is not likely to generate creative ideas. The person who is only practical may be an excellent salesperson, but is as likely to sell ideas or products of little or no value as to sell genuinely creative ideas. This balancing can be made possible through the creativity coaching youngsters especially the adolescents to find a balance among synthetic, analytic, and practical thinking. A creative attitude is at least as important as are creative thinking skills (Schank 1988).

The process 'Creativity Coaching' was originally envisaged 'to help out people achieves more of what they want in their creative lives,. The creativity coaching is concerned with making creative dreams real, it is clear that great creativity coaching touches other areas of people's lives; in this way it is life coaching with the added benefit that you accomplish a creative goal. Creativity Coaching is a subset of Life Coaching, could it be that coaching around the theme of creativity is actually the **ultimate life coaching experience**. Accounting on many of the best concepts of life coaching, Neuro -- Linguistic Programming, (NLP) and other strategies of performance improvement theories and therapies the creative coach acts as a system on the voyage towards mounting creativity and assists their clients as they make the most of their creativity talents. It is distinct from creativity training because the creativity

coaches are not typically teaching creativity; they are enabling their clients to maximize their natural characteristics through the process of participatory empowerment.

The creativity coaching will get the time and space to develop ideas and feelings into meaningful creative projects and worthwhile life goals. Help you understand the nature of any negative thinking people might be experiencing. It will keep the adolescents keep on track and accountable for their own progress. The process will make the adolescents follow how others have succeeded and help them incorporate this learning into their approach. The process will bring tools and structures to their attention and educate them in new ways of working. It can also help them move their beliefs away from 'limiting' and towards 'empowering'. The process coaching creativity always focus on the Strategies to overcome creative blocks and negative thoughts, understand creativity and develop your originality, experience the world more fully and express yourself more fully, be seen differently and see yourself differently, develop the full creative potential, inspire others and complete a creative dream and move on to new project. Based on these understanding and the research experiences on the creativity of adolescents the research was proposed as intervention mode of experiment. The researcher who also works as a coach of the adolescents in developing their capacities and skills attempted to develop a creativity coaching module and started to practice as a trial and error system with the adolescents in various institutions. This was specifically done to establish the possibility of empowering the young adolescent girls and make them express their creativity potentials to make their existence and voice significant and attended to. In the initial phase the programme was having the nature of the training programme and later was redesigned as a coaching programme and wanted to experiment the effect of the prepared module among the adolescent girls in the rural villages in Kerala. Hence this research was proposed and conducted. The major objectives of the research was to implement the creativity coaching module developed among the adolescent girls community in rural villages and to assess the perceived changes in the dimensions of creativity performance after the coaching.

**Research method**

In this experiment the researcher used a pre post intervention assessment mode of research with a creativity coaching module as the intervention and coaching programme among selected adolescents between the age group of 14 to 19 from the Adolescents Girls Clubs (AGC) in the Parakkadavu Block panchayath, Ernakulam District Kerala where the Mathruka Anganwadi project was implemented as a pioneering effort.

Mathruka Anganwadi Project was a pioneering effort of that kind in India and was initiated by the Block level Panchayath smithy of Parakkadavu Block Panchayath which has five Grama Panchayaths under that. The programe was for the total quality improvement of the Anganwadies and to make the anganwadi a village centre of service deliveries to all populatuions. The Project addressed the specific needs of the children below the school age, Mothers of children, Adolescent girls through the AG clubs, their parents, and the senior citizens in the area. The researcher had very genuine involvement in the programme and later identified the selected adolescent girls from the AG clubs of the project area for the for the intervention and experiment research. The experiment group was constructed on the basis of their involvement in the regular activities of the clubs programme, academic involvements, willingness to participate in the coaching, and their background. All the members were from rural background and they were studying in the high school or higher secondary school. There were 30 respondents from the High school between the age group 14 to 16 and other 30 from the higher secondary systems between the age group of 17 to 19.

**Experimentation**

The selected adolescents (sixty in number) from the project area were assessed with their creativity using the inventory on Creativity and then provided the intervention module as a coaching to make their creativity skills. The researcher has made a pre assessment of the creativity skills performance on all these dimensions using the creativity assessment tool (Descriptive Test of Creativity, developed by Dr. C B Asha of Calicut University) with forty questions having five options from 1 to 5 with the weightage of 1 to 5.

The creativity coaching module was prepared on the basis of the research the author has conducted on 800 adolescents in the Cochin corporation area for his PhD programme (2002). The module has a coaching pattern with seven specific exercises (repeatable to make them coached) on Divergent Thinking, Original Thinking, Imaginative Thinking, discovering alternatives, Flexibility, Barrier Removal, and Problem Solving. The module was implemented through role plays, individual exercises, group activities and task accomplishments in repetitive styles (coaching).

The coaching process was for a period of one month in which the members were coached four days with various repetitive activities. Every day the participants were given with different and diverse activities focusing on the dimensions of the creativity thinking. After every activity the participants were given an opportunity to analyse them and repeat that with necessary self modifications. The participants were given correction, motivations, challenges and group support. The environment in the group level and individual interventions was very positive and energizing. The group activates helped the adolescents highly challenged and enthusiastic. Even though there was little hesitation in the initial stage of the coaching the group gained confidence in the coach and the process and then they started to participate in the process very comfortably. The group could find the very process a creative effort. The researcher again conducted a post creativity assessment using the same tool and the data has been compared with the pre data found the variations that has effected as a result of the coaching. The researcher also conducted five detailed case analysis and made the quantitative data further supplemented and consolidated.

## Findings and discussion

### a) Divergent Thinking performance

SI No	Item	Low	Average	High	Total
1	Divergent thinking before the creativity coaching	27	27	6	60
		45.00%	45.00%	10.00%	10.00%
2	Divergent thinking after the creativity coaching	13	13	34	60
		21.70%	21.70%	56.70%	100.00%

The analysis on the basis of further inferential statistics presented in the above table shows that squat and middling performers (45.00%) before the coaching has been reduced to (21.70%) after the coaching and the high performers before the coaching (10.00%) has been risen to (56.70%) after the coaching. Further the correlation assessed on the two tailed chi square test also has established a very significant positive variation at .05 levels. According to the mean scores of both the phases (before 13.93 & after 17.45) it is further made clear that there is a remarkable improvement in the divergent thinking of the adolescent girls after the coaching process. A very similar trend is found in the analysis of the variation in this dimension of both the age groups that is between 14 to 16 and 17 to 19. There is a tendency that pronounce that the age group between 14 to 16 (High school section) has shown more sway than the higher secondary school students in the age group of 17 to 19. This trend also gives an indication that the earlier the coaching the better will be the possibility of development with the divergent performance. Hence the result very clearly establishes the positive effect of creativity coaching on the performance of the divergent thinking of adolescents.

#### **b) Original thinking Performance**

The low performers with regard to **Original thinking** (60.00%), before the coaching has been reduced to (3.30%) after the coaching and the high performers before the coaching (3.30%) has been risen to (68.30%) after the coaching. The average scorers also (36.70%) before the intervention is further reduced to (28.30%) after the coaching process. As the mean scores of both the phases (before & after 12.67, 18.42) express, there is a notable development in the original thinking of the adolescent girls after the coaching process. A very similar trend is found in the analysis of the variation in this dimension of both the age groups i.e. between 14 to 16 and 17 to 19. There is a tendency that pronounce that the age group between 14 to 16 (High school section) has shown more sway than the higher secondary school students in the age group of 17 to 19. This trend also gives an indication that the earlier the coaching the better will be the possibility of development with the original thinking performance. Thus all the trends and analysis very clearly establishes a very significant positive influence on the original thinking performance of the adolescents.

#### **c) Imaginative thinking performance**

The stumpy performers with regard to Imaginative thinking (61.70%) before the coaching have been reduced to (10.00%) after the coaching and the towering performers before the coaching (8.30%) have been risen to (61.70%) after the coaching. The middling scorers also (30.00%) before the intervention is

further reduced to (28.30%) after the coaching process. Further the correlation assessed on the two tailed chi square test also has established a very significant positive variation at .05 levels. The leaning available in the mean value of the two data (11.63 before & after 15.92), specifically consolidate the positive change and it is concluded that there is a positive influence on the imaginative thinking performance of the adolescent girls. A very similar trend is found in the analysis of the variation in this dimension of both the age groups i.e. between 14 to 16 and 17 to 19. There is a inclination that pronounce that the age group between 14 to 16 (High school section) has shown more sway than the higher secondary school students in the age group of 17 to 19. This trend also gives an indication that the earlier the coaching the better will be the possibility of development with the divergent performance. Thus all the trends and analysis very clearly establishes a very significant positive influence on the original thinking performance of the adolescents.

#### **d) Thinking for Discovering Alternatives**

The squat performers with regard to Imaginative thinking (65.00%) previous to the coaching have been reduced to (8.30%) subsequent to the coaching and the lofty performers prior to the coaching (10.00%) have been risen to (65.00%) following the coaching. There is no observable difference in the case of the average performers. Though the percentage is rather same there is a clear shift in the individual cases. The preference existing in the mean value of the two data (11.52 before & after 15.83), specifically strengthen the encouraging change and it is concluded that there is a positive influence on the thinking for discovering the alternatives of the adolescent girls. A very akin tendency is found in the analysis of the variation in this element of both the age groups i.e. between 14 to 16 and 17 to 19. There is a proclivity that pronounce that the age group between 14 to 16 (High school section) has shown more bend than the higher secondary school students in the age group of 17 to 19. This trend also gives a signal that the earlier the coaching the better will be the opportunity of development with the thinking for discovering alternatives. Thus all the trends and analysis very clearly establishes a very significant positive influence on the Thinking for Discovering **Alternatives** of the adolescents.

**e) Flexibility in thinking performance**

The bend down performers with regard to **Flexibility in thinking** (55.00%) earlier to the coaching have been condensed to (5.00%) subsequent to the coaching and the haughty performers earlier to the coaching (6.70%) have been augmented to (60.00%) subsequent to the coaching. There is no observable difference in the case of the average performers. Though the percentage is rather same there is a clear shift in the individual cases. The proclivity offered in the mean value of the two data (13.40 before & after 17.53), expressly strengthens the affirmative change and it is consummated that there is a positive influence on the flexibility in thinking presentation of the adolescent girls. A very analogous inclination is set up in the analysis of the variation in this component of both the age groups i.e. between 14 to 16 and 17 to 19. There is a penchant that pronounce that the age group between 14 to 16 (High school section) has shown more change direction than the higher secondary school students in the age group of 17 to 19. This tendency also gives an indication that the in advance the coaching the superior will be the prospect of development with the **Flexibility in thinking**. Thus all the trends and analysis very clearly establishes a very significant positive influence on the **Flexibility in thinking** of the adolescents.

**f) Barrier Removal in Thinking Performance**

The little performers with regard to Barrier removal in thinking (51.70%) before the coaching have been reduced to (3.30%) after the coaching and the immense performers before the coaching (5.00%) have been risen to (43.30% subsequent to the instruction. The average scorers also (43.30%) before the intervention is further reduced to (53.30%) following the coaching process. The predisposition on hand in the mean value of the two data (13.47 before & after 17.03), solely establishes the assenting change and it is concluded that there is a positive influence on the barrier removal in thinking performance of the adolescent girls. A very similar trend is found in the analysis of the variation in this measurement of both the age groups i.e. between 14 to 16 and 17 to 19. There is a inclination that articulate that the age group between 14 to 16 (High school section) has shown more affect than the higher secondary school students in the age group of 17 to 19. This trend also gives a suggestion that the in

advance the coaching the better will be the possibility of improvement with the Barrier removal in thinking. Accordingly all the trends and analysis very clearly establishes a very significant positive influence on the original Barrier removal in thinking of the adolescent girls.

#### **g) Problem Solving in thinking**

The stumpy performers with regard to **Problem Solving in thinking** (58.30%) earlier to the coaching have been condensed to (3.30%) subsequent to the coaching and the haughty performers earlier to the coaching (6.70%) have been augmented to (60.00%) subsequent to the coaching. There is no observable difference in the case of the average performers. Though the percentage is rather same there is a clear shift in the individual cases. The tendency existing in the mean value of the two data (13.42, before and after 17.68), clearly reinforce the confirmatory transformation and it is accomplished that there is a positive influence on the original thinking presentation of the adolescent girls. A very analogous inclination is set up in the analysis of the variation in this component of both the age groups i.e. between 14 to 16 and 17 to 19. There is a penchant that pronounce that the age group between 14 to 16 (High school section) has shown more change direction than the higher secondary school students in the age group of 17 to 19. This tendency also gives a indicator that the in advance the coaching the superior will be the prospect of development with the Problem Solving in thinking. Thus all the trends and analysis very clearly establishes a very significant positive influence on the Problem Solving in thinking of the adolescent girls.

#### **h) Total Creativity**

The low performers with regard to total creativity (71.67) before the coaching have been reduced to (3.30%) after the coaching. There were no one in the cluster of high creative performers before the coaching process started and the percentage of respondents after the coaching is (55%) subsequent to the instruction. The average scorers also (28.33%) before the intervention is further risen to (41.66%) following the coaching process. These trends indicate that there is a very clear swing from the poor performance to average or high performance with regard to the total creativity scores of the adolescent girls.

The propensity available in the mean value of the two data (90.03, before and after 119.87) specifically consolidates the affirmative change and it is concluded that there is a positive influence on the Total creativity performance of the adolescent girls.

A very similar trend is found in the analysis of the variation in this measurement of both the age groups i.e. between 14 to 16 and 17 to 19. There is a inclination that articulate that the age group between 14 to 16 (High school section) has shown more affect than the higher secondary school students in the age group of 17 to 19. This trend also gives a suggestion that the in advance the coaching the better will be the possibility of improvement with the Total creativity. Accordingly all the trends and analysis very clearly establishes a very significant positive influence on the original Total creativity of the adolescent girls.

In short the general finding of the experiment is that there is a very clear positive influence excreted by the creativity coaching programme carried out among the adolescent girls in the AG clubs of Mathruka Anganwadi programme implemented in the Parakkadavu Block Panchayath of Ernakulam District, Kerala State in India. The significant positive effect is particularly visible in all the dimensions of creativity (Divergent Thinking, Original Thinking, and Imaginative Thinking, discovering alternatives, Flexibility, Barrier Removal, and Problem Solving and the total creativity) performance experimented through this intervention and research process.

### **Implications**

The word coaching in the context of creativity as functional elaborations of life skills refers to the process of using the creativity skills of the coach with the adequately functioning adolescents to learn to improve and maintain their mind skills and so lead a happier, more productive and fulfilled life. The ultimate aim of this coaching is to help the adolescents become skilled at self coaching in functionalizing their creativity potentials as skills in their life so they can develop themselves as capacitated and empowered individuals in their future life. (Richard Nelson-jones2007). The experiment confirms that the divergent thinking of the adolescent girls can be made very effectively functional and expressed through the creativity coaching methods. The possibility of developing the imaginative and original thinking of the adolescent girls also has been established through the experiment. It is further consolidated that

the flexibility in thinking has to be very carefully developed to make the adolescent girls further express their potentials and that can be made possible through the coaching methods. The creativity coaching can make the adolescents remove their barriers in thinking and make the problem solving process more effective and successful. The findings and implications of the research confirms with the findings and view points of the (Torrance, E. P. (1962). (Cropley, 1992), Amabile, T .M. (1996), Bloom, B. (Ed.) (1985, Fryer, M. (1996), MacKinnon, D. W. (1978),) that the creativity potentials can be made functional and expressed through appropriate trainings and coaching. The efforts to develop alternative seeking practice in thinking will make our young adolescents more innovative and enthusiastic in their future pursuits. Thus the coaching process will definitely make their creative and natural potentials develop and thereby strengthen their social and personal existence in the community more meaningfully. The ultimate aim of adolescents strengthening and empowerment can be made possible through this method of creativity coaching.

### **Road Ahead**

Based on the discussion and findings the researcher proposes some practical and theoretical suggestions as the future implications of this experimental research.

- The concept of creativity coaching should be made more popular, practical and suitable to the children and young adolescents of the rural communities of the nation.
- This process has to be made available the teaching community and motivate them to utilise and practice in their regular teaching and learning programmes at levels of education.
- The Adolescent girls clubs can very effectively incorporate the coaching programme in their regular programmes and activities.
- The ICDS and similar organizational programmes can make use of this system in a scaled up way.
- The coaching should start at the earliest so that the basic thinking and life orientation can be defined accordingly.
- Creativity coaching can be made a component of the effective parenting and parent coaching.

- The life skills training and social skills trainings should make the coaching methodologies more effectively and the trainers may be given competent training for this end.
- The researchers and practitioners should develop more scientific evidence for the coaching methodologies especially with their suitability and effectiveness so that the coaching can be qualitatively improved.

### **Conclusion**

In the present socio - cultural context of institutionalized values and conventional education practices where the potential creative abilities are forsaken, but highly essential this natural abundant grace is in danger of institutionalization and convergence. The creative abilities of adolescents especially of the rural girls are forgotten or underestimated and so are not properly utilised. More than that the creativity is siphon off to destructive activities. Furthermore, for societies to prosper in the midst of rapid scientific and technological advancement, people need to be inventive and flexible. Therefore, it is important for adolescents especially to the girls from the rural backgrounds to be creative thinkers in order to keep up with today's accelerating social and technological developments. Hence the application of the creativity coaching taken up at the organized and unorganized systems in the educational and developmental frontiers of our society will be very essential and useful. The empowerment of the new generation can be made true only by making them very creative and confident to go for their creativity potential.

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