

Measuring Creativity and Risk-Taking Levels in an English Language Camp

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Second language camps are popular among campers for first-hand experiences with language. This study identifies levels of risk-taking among Diploma of Teaching English as Second Language (TESL) students across gender and creativity. Ninety-three students participated in a twelve-day language camp, and by the end of the camp, they were required to perform a sketch, assessing their creativity in language learning. A modified version of DOSPERT (2003) consisting of 40 items including two items on demographic details, were used to analyse the data through SPSS and presented it in the form of frequency, means, and standard deviation. Results showed that these students were not likely to take risks to do high-risk activities. Neither is there any significant difference in taking risks based on gender nor creativity. As such, it is suggested that language camps should conduct activities which help develop students' higher levels of risk-taking and creativity.

Key words: *Creative Thinking, English language learning, Islamisation of Knowledge, level of risk-taking, revised DOSPERT, TESL students.*

Introduction

The advent of technology in the global setup made its way as the Fourth Industrial Revolution (4.0 IR), welcoming extensive Artificial Intelligence (AI) that led to numerous public reactions. This also creates ripples within the education sector when Datuk Seri Idris Jusoh, Malaysia's former minister of Higher Education, highlighted an urgency in creating specific courses that innovate new career paths for undergraduates, catering to the job market (Rozana Sani, 2018). This national mandate pushes for the normalising use of AI as classroom instruments of learning and productivity. Creativity is henceforth one of the few required skills needed for upcoming job markets, drawing upon concerns among local

universities that are required to revamp their syllabus and reassess their curriculum in order to adjust with such direction. Students are now asked to become producers of their own knowledge, instead of consumers, which was the initial interest of this research where it intends on exploring and understanding Malaysian pre-university students in their preparation for degree. Instead of pursuing the more traditional endeavour of submitting assignments, for example, students are given more options in order to optimise opportunity (Misrah Mohamed & Aireen Aina Bahari, 2016). As creativity becomes one of the pre-dominators of success in the future job market, this research looks into the association of creativity with risk-taking attitude among Malaysians. Since there are new perceptions on Asian Indigenous people, which include the Malay Malaysians, the direction on creativity is deemed to be most relevant at understanding the people of “the islands or nations lying between” (Od. M Anwar, 2016, p.1).

As creativity yields for the generating of new and noble ideas, its core business remains adjacent to cognitive studies. Synonyms of creativity such as lateral thinking, thinking outside the box are uncommon routes of generating new ideas. Yet, it is a risky path and notably unpopular. In fact, some ideas may raise brows and invite questions on norm violations, if not stirring cultural sentiments. Wida Susanty Suhaili and Jeff Haywood (2017) draw attention to the impact of allowing independence on generating ideas as a student-centred approach, particularly on creativity. Because of that, it is important to explore people’s tendencies in their pursuit for creativity, especially with the current need for creative thinking teaching. Instead of resorting to the more common teaching practices, teachers are encouraged to explore out-of-the-box means of teaching (Mazyani Mat, Raja Nor Safinas Raja Harun & Nadiyah Yan Abdullah, 2015). Hence, this study identified Diploma TESL students’ level of risk-taking, to determine if i) there is a significant difference between gender in the Diploma TESL students’ level of risk-taking and to ii) examine if there is a significant correlation between the Diploma TESL students’ level of risk-taking and their creativity?

Literature Review

Creativity, creative thinking and Creative Thinking Skills (CTS)

Creative thinking has long been associated with other disciplines. Its link to cognitive studies can be traced as early as the 1970s when Lateral Thinking (or the promotion of thinking other ways of solving problem) surprises and redirects human potential. People are encouraged to think outside the box, a method sparked by De Bono’s “Six Thinking Hats” which excites readers and has led to its continuous reprints. Simultaneously, there are claims of underutilised capacity to think creatively or that its lack of function will lead to serious, “unsolved problems” (Treffinger, Rensulli & Feldhusen, 1971), which brings about more scholarly works on the application of creative thinking into daily use or across discipline.

Reviewing the development of creative studies shows a vibrant progress over the focus of exploration; researchers and scholars draw in an eclectic and diverse range of interests. Among other branches within the body of knowledge include theorising and defining creativity and identifying functional tools that assess creativity. Torrance's Tool of Creative Thinking (TTCT) is a well-known tool of assessment, besides other more specialised tools to examine creativity in end products in the more industrialised sectors, such as engineering and management (e.g. Bilton & Leary, 2002; Bilton, 2007). The engineering sector, for example, assesses creativity through the use of toll like Creative Product Semantic Scale (CPSS), CSLM, TCT-DP (Test for Creative Thinking and Drawing Productivity), and CMET (Creativity Measurement Tool), which only indicates the demand for creative products in the practical world. However, the explosion of these robust approaches to creative measurement is multi-focused and lacks an acceptable formulation of a theory on creativity (Treffinger, Renzulli & Feldhusen, 1971). To date, there is no unitary theory of creativity.

Besides, creative studies also look into understanding the quality of these creative products or, as they are better known, creative performances (e.g. Hafizoah Kassim, 2013), be it in the industrial line or in the more aesthetic ones, either in the publishing sectors or performative segments (Flew & Cunningham, 2010). Demographic factors are also popular variables that provide understanding of creative performance; gender and age are inevitable factors that generate creativity.

Creative thinking is also approached from the Islamic point of view. A prominent Muslim creative thinking scholar, Jamal Ahmed Badi (2017) continuously discusses the subject from Islamic angles, from a teacher's point of view, pedagogical concerns (including classroom strategies), the Islamic version of thinking, its guiding boundaries, etc. He also issued a list of actions for a new Islamic frontier in creative thinking, calling upon a wake in Muslim creativity (2018). As what Mohd Yusof Ali (2017) expresses, understanding thinking has larger scale benefits beyond individual horizons; it introduces new ideas at a societal level and generates income at the economic (or national) level.

Risk-taking Attitude and its association with Creativity and Creative thinking

Studies on risk-taking behaviour alone are multi-directed and interdisciplinary. The most essential and primary research pays attention to understanding behavioural types, grounded within the humanities, especially in the psychological discipline. Gullone and Moore (2000), for instance, argue for the necessity of clarifying behaviour, as they question whether behaviour can be measured predictably because there are unseen aspects like personality traits. However, the direction of this scholarship extends beyond the humanities, exploring further into measuring risk-taking behaviours in human management, allowing employers to

better understand their future employers. Weber et al.'s DOSPERT (2002) is the more popular psychometric scale that enables measurement of employee's manners, particularly those from the finance industry.

Risk-taking behaviour is also assessed in response to health concerns where a group of researchers systematically review literature on patients' reluctance to receive clinical treatment, thus associating such behaviour with risk-taking attitudes (Harrison, Young, Butow, Salkeld & Solomon, 2005). While DOSPERT remains most popular as a psychometric scale, there are other tests and scales available for gauging risk-taking behaviour. One in particular is the Adolescent Risk-Taking Questionnaire (ARQ), which is made of two parts. There are additional methods of measuring creativity and risk-taking attitude like the Roulette Betting Task (RBT) by Student and Clark (2011), which fails to guarantee that the results are generalisable. In some cases, researchers use both RBT and DOSPERT.

Risk-taking studies grow deeper within human psychology as researchers delve deeper in understanding risk-takers. Factors such as motivations (e.g. Foster, Shenese & Goff, 2009) and choices and the influence over the type of risk-attitude (e.g. Charnessa, Gneezy & Imas, 2013) are some of the research directions. Issues on ethics quickly penetrates risk-taking studies with questions on values such as honesty and dissociating it from risk-taking attitudes (Weller & Tullin, 2012). These directions also benefit the commercial world when researchers look into the impact of benefit-making as a reason for taking risks (Beyer et al, 2015). Common demographic-based variables remain relevant, especially in terms of gender and age where men are found to be greater risk-takers as compared to women in terms of health and safety concerns (e.g. Harris et al, 2006). Other researchers look into age as a factor and denominator of attitude. The study of creative thinking and its link with risk-taking is not new. Its roots can be traced to a study on primary school students which associated creative ability with divergent thinking tasks, which included the measurement of risk-taking through several behavioural tasks (Pankove & Kogan, 1968). Their findings indicated a significant relationship between risk-taking and creativity, which only occurs when risk is a factor in the tasks measured.

There are other studies that link risk-taking attitudes with creativity, namely, those that identify the likelihood of social risk-taking as the strongest predictor of creative personality and ideation scores. Opposing discussions between two main streams identify Sternberg and Lubert (1995) and Runco (2015) who give opinions on such correlations while another believed that an equation of creativity acts as a risk (e.g. Hafele, 1962; Getzels & Jackson, 1962). Despite these suggestions, most of the literature is speculative in nature and little empirical data exists to support such claims. However, a growing body of recent literature has exhibited mixed findings when measuring risk-taking and creativity under specific

conditions. Ivcevic and Mayer (2006), for instance, identify three dimensions of creative behaviour – creative lifestyle, performing arts and intellectual achievement – using the Life Report questionnaire. In another study, they also link risk-taking attitude in five domains; they discover that highly intellectual individuals are more likely to take high risk whether in professional or financial matters (Ivcevic & Mayer, 2009). In the field of Mathematics, Erbas and Bas (2015) do not find any significant correlations between creative ability (measured in a mathematics test) and academic risk taking (measured in the Academic Risk-Taking Scale) among primary school students. Inconsistencies of results may be due to the specific methods used to measure creativity and risk-taking, diversity in the definition of risk-taking and differences in the number of participants, including demographic and cultural aspects.

Islamisation of Knowledge

Reformations within Islamic education recently surfaced nothing, as efforts in this direction can be traced as early as the nineteenth century with scholars like Syed Ahmad Khan, Syed Jamal-ad-Din Afghani, Maulana Abul-A'la Mawdudi and even Hassan al-Banna. Yet, improving the roles and function of Islam through reformation of education has been greatly discussed since 1977 when Muslim scholars conferred in a series of World Conference on Muslim Education, bringing about the birth of Islamisation of Knowledge (IOK). The International Institute of Islamic Thought (IIIT) is another major player that takes on IOK as its primary agenda. Isma'il Raji al-Faruqi conceptualise Islamisation of Knowledge (henceforth referred to as IOK), as a wake-up call to the sleeping Muslim nation. The nuances of his IOK concepts revive Muslims' role in giving purpose to today's idea of knowledge. Islamic Knowledge henceforth, is given a synergetic role in the functioning of this world, which Fazlur Rahman (1988) described as an effort to turn humans into responsible caliphs.

IOK projects undergo two major phases. In the first phase, its forefathers outlined the theories that are later implemented in the second phase. Both, Naquib al-Attas and al-Faruqi - the proponents of this epistemology (a way of making meaning of Islamic Knowledge into the contemporary worldly functions), laid down the foundations of IOK, including the scope of knowledge that calls upon Islamisation; focusing on contemporary knowledge instead of knowledge in general. Upon distinguishing themselves from the traditional method of Islamisation of Knowledge, both approached the methodology of IOK differently. Al-Attas (1993) suggests for a merge of several matters (i.e. revelation and reason, thought and action) in order to Islamise modern knowledge that was lacking in the traditional method while al-Faruqi (1982) provided the means of Islamising the contemporary knowledge through his work plan.

In many of al-Faruqi's (1995) conceptualisations of IOK, he approaches English language as a translating vehicle and makes sure transliterating efforts are precise, a process which he identifies as sharing of knowledge. He highlights the need for rectification of the careless way Arabic or Islamic terms have been transliterated, since distortions are likely to happen in the processes of sharing knowledge. His focus is in making sure that the meaning is not lost while sharing Islamic knowledge, education and its system with the rest of the world. The second phase of IOK goes through either its application or innovating new practical approaches. Within the application of IOK, efforts from separate disciplines can be seen such as in discussions by Mohd Yusof Hussain in human sciences (2009), A. Rashid Moten in political sciences (1990) and Zubair Hassan in economics (1998). IOK is however, not flawless; it comes with its set of challenges. Davies (1991) forwards problems of applying IOK while Choudhury (1993) examines IOK with relevance to the contemporary times, which spurred discussions in improving educational leadership in the United Kingdom through Islamic perspectives. Shah (2006), for example, suggests for a change in perspective as due to the increasing number of Muslims in UK, surpassing ethnocentrism that barricades growth within the nation. IOK is also seen as impractical. An example is highlighted by Adebayo (2004) who addresses problems of administering it in Nigeria.

Language camps

Past research on language camps alone is limited. While there are discussions of its role as a missionary function (Pennycook & Coutand-Marin, 2003), others approach language camps in different directions. Ranging from its purpose as a platform to improve specific language skills (Wighting, Nisbet & Tindall, 2005; Rugasken & Harris, 2009; Fadil Sumardi & Ngadiso, 2018) to helping harmonise groups of participants (Byrd & Byrd, 2013), the body of knowledge on English language camps has not fully been explored. In other directions, there is research correlating between the number of days and the success of language camps (e.g. Lyons-Tinsley, 2014; Liu, Hu & Peng, 2017). Studies on the Malaysian English language camps are also included (Nur Salina Ismail & Izah Mohd Tahir, 2011; Mazyani Mat, Raja Nor Safinas Raja Harun & Nadiah Yan Abdullah, 2015). Mazyani Mat, Raja Nor Safinas Raja Harun and Nadiah Yan Abdullah particularly look at English language camps as providing trainee teachers with contextual language learning experiences since trainee teachers are limited in their pedagogical exposure. Similarly, Park and Dickey (2007) observe similar provision of contextual experiences in an English camp conducted in South Korea.

Methods

Participants

Adopting a 95% confidence level (Allen, 2017) with an 8% margin of error (DataStar, 2008), the minimum number of participants should be 84. Thus, Diploma TESL students ($N=93$,

F=75, M=18) in one of the Malaysian public universities were randomly chosen as participants of the present study. There were 188 Diploma TESL students, aged between 18 and 19 years, both males and females. They attended a 12-day English camp where at the end of their twelve-day English camp, they were required to stage a sketch based on Rudyard Kipling's *Mowgli* in order to facilitate an audience's understanding among invited primary school pupils. During this camp, they were divided into nine groups. They were exposed to many English-based activities and games which were carried out in groups (such as book jacket and script writing), where they had to justify their choice of script. These activities and games were geared to develop their creativity skills to prepare them for their teaching practicum in the upcoming semester. For this sketch performance, the students were evaluated and one of the assessments' criterion was creativity.

Instrument

Data were gathered using the revised DOSPERT (2003), which consisted of two sections: Section A and Section B of 40 items. Section A required the participants to choose their gender and team they were in. Section B contains 38 items, including the sixteen revised statements. These sixteen statements were reconceptualised, redesigned and restructured in order to match the socio-cultural background of the participants, specifically considering samples' Islamic background. Some of the statements are also non-appropriate in terms of occupational level since Weber et al. (2003) designed the scale specifically to match inquiries and understanding of adults with employment. The 38 statements in the revised DOSPERT (2003) are made up of a 5-point Likert scale where participants were asked to rate their risk-taking tendency by choosing a number between 1 and 5 (1 indicating 'very unlikely', as opposed to 5 which 'very likely'). A reliability test was conducted and it showed that the Cronbach Alpha is .800 which is more than .7. This affirms the reliability of the questionnaire.

Data collection and data analysis procedure

To reiterate, 93 Diploma TESL students from the 12-day English camp were randomly chosen. They were briefed about the study on the first day of the English camp. After receiving their consent, a google form link of DOSPERT was created and given to them. After the students completed the form, the data gained on google form was transferred to excel sheet and saved. As mentioned previously, the students had to perform a sketch. For this sketch performance, the students were evaluated and one of the assessment criteria was creativity of 10 marks. A majority of them were also found to score 6 out of 10, which indicates their tendency to generate creative ideas which are either new and novel in nature. The data obtained were cleaned and transferred to the statistical analysis software, Statistical Package for the Social Sciences (SPSS). This set of data was also analysed using SPSS and

presented in the form of related statistical measures including frequency, means, standard deviation, independent sample t-test, ANOVA, Post Hoc tests and Pearson's correlation. In ensuring the data analysis was conducted smoothly, some of the items were computed as Risk-Taking Level. The items are from item 3 to item 38 and these items were related to the participants' risk-taking tendency.

Results

Diploma TESL Students' Risk-Taking Level

Table 1: Descriptive statistics of Diploma TESL Students' risk-taking level

	Mean	Std. Deviation
Risk-Taking Level	2.5552	.38212

From Table 1, it can be seen that the mean for all the 38 items in Section B of the questionnaire, which was computed as 'Risk-Taking Level' is 2.5552. This means the students in this study were unlikely to take risks.

Table 2: Descriptive Statistics of DOSPERT Domains

	Mean	Std. Deviation
Social (S)	3.2191	.46357
Recreational (R)	2.9432	.81008
Ethical (E)	2.0036	.36058
Financial (F)	2.3530	.67961
Health/Safety (H/S)	2.3239	.68818

Table 2 presents the means and standard deviations for each domain in DOSPERT, namely Social, Recreational, Ethical, Financial and Health / Safety. This table shows that the means for Social and Recreational domains are 3.2191 and 2.9432, indicating the students are unsure of their tendency of taking risks when it comes to social and recreational activities, such as skydiving (R) and negotiating with friends (S). Table 2 also demonstrates that the means for the other three domains in DOSPERT, namely Financial (F), Health / Safety (H/S) and Ethical (E). This indicates that the students are unlikely to take risks in doing activities related to ethics, finance, and health and safety.

Table 3: Descriptive statistics of Diploma TESL Students' risk-taking level (each item)

Item no.	Item statements	Mean	Std. Deviation
25.	Choosing a programme/ course that you truly enjoy over a prestigious one (S)	4.27	0.768
1.	Admitting that your taste is different from those of a friend (S)	3.8	0.828
27.	Reporting a neighbour/ friend for some illegal activity (E)	3.47	1.006
30.	Bungee-jumping of a tall bridge (R)	3.41	1.408
15.	Asking for an upgrade in an assessment (S)	3.38	0.966
11.	Going on a vacation to a third-world country (R)	3.37	1.342
22.	Taking a weekend skydiving class (R)	3.32	1.423
31.	Piloting a small plane (R)	3.29	1.34
2.	Going camping in unknown wilderness (R)	3.25	1.274
33.	Eating high cholesterol food (H/S)	3.24	1.246
26.	Downloading a property software from the internet (E)	3.22	1.062
12.	Arguing with a friend who has a different opinion on an issue (S)	3.17	1.239
7.	Disagreeing with an authority figure on a major issue (S)	3.11	0.866
24.	Spending a week's budget on a weekend activity (F)	3.09	1.12
28.	Speaking your mind about an unpopular issue in a meeting at work (S)	3.09	1.09
35.	Moving to a city far away from your extended family (S)	2.82	1.285
4.	Investing 10% of your student loan in a moderate growth mutual fund (F)	2.66	1.016
16.	Joining friends for a picnic at the waterfall during/ after rainfall (E/R)	2.57	1.417
17.	Investing 5% of your student loan in an established and dependable stock (F)	2.54	1.147
20.	Driving a car without wearing seat belts (H/S)	2.49	1.38
5.	Choosing to eat at a restaurant with dubious halal logo or certificate (H/S)	2.45	1.478
29.	Not covering the line in order to get laundry aired outside the house (H/S)	2.32	1.252
18.	Allowing to engage beyond permissible interactions between/ across gender (H/S)	2.23	1.114
21.	Investing 10% of your student loan in a new business venture (F)	2.22	1.102

23.	Riding a motorcycle without helmet (H/S)	2.19	1.245
14.	Investing 5% of your student loan in multi-level marketing (F)	2.18	1.113
36.	Considering a change of course after half-way through matriculation programme (S)	2.13	1.115
13.	Joining martial arts when you have a dislocated ankle (R)	2.01	1.005
32.	Walking home alone at night in an unsafe area of town (H/S)	1.98	1.225
3.	Swimming far out from shore in an unguarded lake or ocean (R)	1.96	1.083
37.	Leaving an ill roommate who needs attention to go out with friends (E)	1.71	0.842
34.	Driving while taking medication that may make you drowsy (H/S)	1.69	0.989
6.	Using your student loan to buy expensive handphones (E)	1.68	1.055
10.	Passing off someone else's work as your own (E)	1.51	0.761
8.	Betting your monthly allowance on an online game (F)	1.44	0.902
19.	Revealing a friend's secret to someone else (E)	1.38	0.721
38.	Not returning a wallet you found that contains RM200.00 (E)	1.3	0.704
9.	Flirting with another girl while in a relationship (E)	1.2	0.652

Table 3 demonstrates the tendency Diploma TESL students have to take risks in doing the activities stated in the statements catering to five different domains and in this table, the statements are sorted based on the means, from the highest to the lowest. There are three activities the Diploma TESL students tend to take risks for. Firstly, it is very likely for these students to choose a programme or course they enjoy instead of choosing a more prestigious as the mean for this item is 4.27 (SD= .768). These students are also likely to admit that they have a different taste than their friend's, with the mean for this item is 3.8 (SD= .828). This table also presents that the third highest mean is 3.47 (SD= 1.006), which means the students in this study are likely to report any illegal activities their neighbour or friends are found to do. From Table 3, it can also be seen that there are three activities the Diploma TESL students would not take the risk of doing with their means, 1.38 (SD= .721), 1.3 (SD= .704) and 1.2 (SD= .652) respectively. Loyalty, trustworthiness and fidelity are their concern.

Diploma TESL students' risk-taking level based on gender

Table 4: Group statistics of Diploma TESL students' risk-taking level (gender)

	Gender	N	Mean	Std. Deviation
Risk-Taking Level	Male	18	2.7003	0.43674
	Female	75	2.5204	0.36244

Table 4 shows that there was a difference between male and female Diploma TESL students' risk-taking level. The mean for male students was 2.7003 (SD = 0.43674) while female students' mean was 2.5204 (SD = 0.36244). This meant that male students had a higher level of risk-taking compared to female students.

Table 5: Independent samples test of Diploma TESL students' risk-taking level (gender)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Risk-Taking Level	Equal variances assumed	.640	.426	1.816	91	.073	.17994	.09906	-.01684	.37672
	Equal variances not assumed			1.619	22.940	.119	.17994	.11112	-.04997	.40985

In order to confirm whether the above difference is significant, an independent sample t-test was conducted. Table 5 shows the independent sample t-test result for Diploma TESL students' risk-taking level based on gender. This table reveals that the significant value for the Levene's tests is .426 which is more than .05. This value means the equal variances are assumed. Looking in the Equal Variances assumed row, the t-value is 1.816 and the

probability in the significant two-tailed column ($p = .073$) is more than .05. This means there was no significant difference between male and female students in terms of their risk-taking level. In conclusion, Table 4 and Table 5 indicated that there was no significant difference in risk-taking between male and female students, t -value (93) = 1.816, p -value = .073. That is, the average mean for female students' risk-taking level ($M = 2.5204$, $SD = .36244$) is not significantly different from that of the male students ($M = 2.7003$, $SD = .43674$).

Correlation between Diploma TESL students' risk-taking level and their creativity marks

Table 6: Pearson's correlations between Diploma TESL students' level of risk-taking and their creativity marks

		Risk-Taking Level	Creativity Marks
Risk-Taking Level	Pearson Correlation	1	-.040
	Sig. (2-tailed)		.703
	N	93	93
Creativity Marks	Pearson Correlation	-.040	1
	Sig. (2-tailed)	.703	
	N	93	93

Table 6 reveals the Pearson's correlation between Diploma TESL students' level of risk-taking and their creativity marks. From this table, it can be seen that the Pearson r -value is .040 and the significant two-tailed value, p , is .703. Referring to the strength of correlation index (Singh, Puzziawati Abdul Ghani & Teoh, 2009, p. 75), it can be concluded that there is a weak negative linear correlation between Diploma TESL students' level of risk-taking and their creativity marks. This reveals that when these students tended to take more and higher risks, it does not guarantee that their creativity level will increase. The significant two-tailed value also shows that the correlation between Diploma TESL students' level of risk-taking and their creativity marks is not statistically significant.

Discussion

The results of this study suggest that language camps should conduct activities that help students develop higher level of risk-taking and creativity skills. This is because conducting only one type of activity, either only risk-taking activities or creative activities, would not guarantee the development of both elements. This is important to develop for the Diploma of TESL students as they would undergo teaching practicum which requires them to have both high creativity skills and high levels of risk-taking. Having both elements would assist them to be better teachers. Having higher level of risk-taking would encourage them to try doing new activities, instead of feeling afraid to take risks and challenging themselves in creating

new ways to manage their classroom. Higher level of creativity skills is required because creativity is needed in developing new teaching materials which would attract young pupils to learn the English language. Apart from that, results show that there is little tendency of Diploma TESL students to take risks. Since all of the participants are Malay students, this would make an interesting research direction to be discovered in future research where Malays are known to be a calculated group of people. From the data analysed, it is found that Diploma TESL students are not likely to take risks in doing the activities, and this is not limited to the activities listed in the questionnaire.

This study also found that these Diploma of TESL students' risk-taking level is not significantly correlated to their creativity skills. Having higher tendency of taking risks, thus does not guarantee an association of higher levels of creativity skills. In other words, despite being revealed that these students' level of risk-taking is low, their creativity marks were found to be somewhat high as they scored between 6 to 9 out of 10 marks. The results of this study were found to be parallel with a study by Erbas and Bas (2015) despite its focus on the field of Mathematics. They found there was no significant correlation between primary school's creative ability and their academic risk-taking level.

The results of this study are not parallel with previous studies (e.g. Pankove & Kogan, 1968) where they found a significant correlation between risk-taking and creativity. This difference could be due to the fact that this study was conducted on university students while Pankove and Kogan's (1968) study was conducted on primary school students. Other than that, they focused on assessed activities which emphasised risk-taking behaviours and the assessments took into consideration risk-taking behaviours. Nevertheless, the present study did not focus on activities which were closely related to risk-taking behaviours. Inconsistencies of results may also be due to the specific methods used to measure creativity and risk-taking, diversity in the definition of risk-taking and differences in the number of participants, including demographic and cultural aspects.

Conclusion

This research revealed significant findings on the correlation between creative thinking and the level of risk-taking among Diploma students of TESL as an outcome from an English language camp. The concept of risk-taking is also found to be defined differently where constructs like upholding honour and trust are regarded as sacred, to which could provide a substantial lead for sociological research on the concept of friendship and its maintenance as conceived by the Malay society. It is also found that the concept of risk-taking is also not viewed differently by both genders. Both are equally receptive to the idea of taking risks whenever making decisions about innovating creativity.



Furthermore, the use of the revised DOSPERT (2003) also showed a possible way of measuring the level of risk-taking, especially focusing on the Muslim community as the original version may only cater to the non-Muslim community. Such provisions will allow an understanding of potential among the Muslims as part of the global creative contributor. Future research may also consider testing the usability of this instrument as a means of measuring the level of risk-taking with relevance to understanding creative thinking that might be present during the production of art works, innovative procedures, etc.

This research also lays a foundation for further association between Malays as one ethnic group and its socio-cultural background and the group's level of risk-taking tendencies, apart from further understanding the potential of the ethnic group. This would benefit the development of national human capital in order to encourage economic growth. Further research must be done continuously throughout the program in order for it to be successful on all levels.

Overall, this research was not able to indicate clearly an association between creative thinking and the level of risk-taking, partly due to the participants' age range. In fact, it further substantiates the association of both constructs, maintaining its speculative nature. At a tender age, diploma students are not ready to take up risky decisions, especially those that jeopardise the likelihood of getting low marks. As such, this would make an interesting research direction at understanding young adults' level of risk-taking, especially when it concerns career choices and those affecting their future.

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