

Chapter 1

Interventions to Enhance Creativity in the University Context: A Systematic Review in the Economics and Business Administration and Management Area

Alexander Velez

University of the Basque Country, Spain

Rebeca Kerstin Alonso

University of the Basque Country, Spain

María Carmen Martínez-Monteagudo

 <https://orcid.org/0000-0002-6092-3451>

University of Alicante, Spain

ABSTRACT

The development of creativity in the area of economics and business administration and management at the university level and searches for possible programs or interventions have increased exponentially in recent years. However, no reviews analyzing interventions have been published. The objective of this review was to analyze systematically the development of creativity through the different intervention programs carried out at the university level in the area of economics and business administration and management. A systematic review of PubMed, Web of Sciences, and Scopus was performed according to the PRISMA guidelines. Of the 375 studies initially identified, 15 were fully reviewed, and all interventions were extracted and analyzed. It has been shown that the development of creativity in relation to economics

DOI: 10.4018/979-8-3693-3073-9.ch001

and business administration and management can be promoted in different contexts, and interventions can vary, making it a perfect field for creating and innovating.

INTRODUCTION

There is a great deal of recent research on the importance of creativity development in the area of economics and business administration and management (Katz, 2022; Pacheco-Ruiz et al., 2022; Pérez et al., 2022; Puangpronpitag, 2019). In addition, there are also numerous studies focused on the university context that address the importance of creativity in the area of economics and business, and analyze various interventions or programs that promote it in both undergraduate and master's degrees. (Boyle, 2007; Dewett & Gruys, 2007; Fan & Cai, 2022; Frolova et al., 2021; Kim et al., 2017; Lazzaro, 2021; Naqvi et al., 2022).

As can be seen, this is a subject that is highly valued by the scientific community, and it is useful to be able to bring together the information currently available on various interventions that promote creativity. In this regard, the need for compilation and analysis was the starting point for the present study that aimed to analyze systematically the development of creativity through the different intervention programs that are carried out in different university studies in the area of economics and business administration and management. Thus, it will be possible to draw current conclusions about the importance of this topic and the types of interventions that have been published in the scientific literature.

METHOD

The systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines (PRISMA) (Moher et al., 2015).

Design

A systematic search was conducted to identify articles published before February 9th, 2023 in PubMed, Web of Sciences, and Scopus. The search was performed on title, abstract and keywords and the search strategy combined terms covering the topics of (1) population, (2) intervention, (3) words related to outcomes. The keywords were connected with AND to combine the three groups and with OR to link the words in each group: population - "university", "higher education", "high education"; intervention - "intervention", "program", and outcomes - "creativity", "economy", "business administration".

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/interventions-to-enhance-creativity-in-the-university-context/340257

Related Content

Examining the Drivers of Success in the Peace Foundation Aotearoa/New Zealand Peer-Mediation Programs

Christina Ann Barrueland Marie Nissanka (2019). *Handbook of Research on Promoting Peace Through Practice, Academia, and the Arts* (pp. 99-120).

www.irma-international.org/chapter/examining-the-drivers-of-success-in-the-peace-foundation-aotearoanew-zealand-peer-mediation-programs/210510

Fake Photos in the European Refugee Crisis: The "Invasion" Narrative of the Radical Right

Anita Howarth (2020). *Handbook of Research on Recent Developments in Internet Activism and Political Participation* (pp. 122-137).

www.irma-international.org/chapter/fake-photos-in-the-european-refugee-crisis/257820

LGBTQ People, Intersectionality, and Chronic Illness and Disability: Increasing Cultural Competence of Service Providers

Debra A. Harley (2023). *Facilitating Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies* (pp. 194-233).

www.irma-international.org/chapter/lgbtq-people-intersectionality-and-chronic-illness-and-disability/328866

Blending Faculty and Student Affairs Professionals: Programmatic Partnerships in Civic Engagement

Jared Cook (2021). *The Proper Role of Higher Education in a Democratic Society* (pp. 153-168).

www.irma-international.org/chapter/blending-faculty-and-student-affairs-professionals/285249

Equipping Higher Education Leaders to Manage Corporate Interests

Morgan R. Clevenger (2020). *Examining Social Change and Social Responsibility in Higher Education* (pp. 179-196).

www.irma-international.org/chapter/equipping-higher-education-leaders-to-manage-corporate-interests/243250