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Policies on intellectual capital in regular education and their connection with generational diversity

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Abstract

This study explores the relationship between intellectual capital policies in regular education and generational diversity among teachers. Intellectual capital policies aim to foster talent and knowledge, creating inclusive and enriching learning environments by leveraging the diverse experiences of multigenerational teaching staff. A quantitative, cross-sectional, and descriptive-explanatory design was employed. Structural equation modeling (SEM) was used to analyze associations between variables. Data were collected from 351 teachers in regular basic education schools under UGEL Sur Arequipa through two Likert-type surveys. Results show a strong correlation (0.894) between generational diversity and intellectual capital policies, highlighting the significance of both in educational contexts. The findings confirm a statistically significant relationship between the variables, suggesting that managing generational diversity is essential for recognizing, developing, and strategically applying knowledge within schools. The study underscores the need to update intellectual capital policies to reflect the unique worldviews, values, and thinking styles that educators from different generations contribute. Such updates can enhance competence in digital tools, promote intergenerational knowledge transfer, and support collaborative learning. Effective policy management in this area can thus play a crucial role in strengthening educational quality through inclusive and strategic use of intellectual capital.

Keywords: Intellectual capital, Regular education, Generational diversity, Teachers

1. Introduction

Currently, intellectual capital policies are positioned as a critical tool to elevate the level of education [1], [2]. These policies recognize that the skills, knowledge, and experience of the teaching staff are essential assets that the institution requires for its development [3], [4]. However, the effectiveness and efficiency of these strategies

can be greatly affected by the generational diversity present in the teaching teams [5]. For this reason, in order for educational policy to be inclusive and effective, it is crucial to understand how generational diversity interacts with intellectual capital [6].

On the other hand, according to Ramón-Poma and Hinojosa [7], the idea of intellectual capital is defined as the skills, knowledge, and experiences of an individual that can be used to create value for an organization. This capital is primarily generated by the teaching staff in the educational field [8]. Moreover, the work dynamics and the transmission of knowledge can be affected by the generational diversity of the teachers, which is characterized by the presence of cohorts of different ages and experiences [9]. Consequently, the effectiveness of educational policy is influenced by the relationship between the two factors, which can lead to tensions as well as synergies [10], [11].

In addition, the successful unification of the intellectual capital of the teaching staff remains a challenge, particularly in circumstances where there is generational diversity, despite progress in inclusive educational policies [12], [13]. The potential of the teaching staff and, by extension, educational quality, can be hindered in the absence of policies that promote intergenerational collaboration and the use of the experience and wisdom of more seasoned educators [14]. Consequently, disagreements and divisions among educators may arise when regulations do not recognize or value the diverse types of experience and knowledge [15].

In relation to the above, considering the generational diversity of the teaching team, it is vital to integrate their intellectual resources to improve educational quality [16], [17]. In this way, creating a collaborative and beneficial learning environment for everyone is possible when the unique perspectives and experiences of the teachers are recognized and appreciated [18], [19]. As a result, students receive an education that is both more comprehensive and culturally diverse, which is beneficial for both [20], [21]. Likewise, teacher retention and continuous professional development can benefit from policies that promote integration [22].

In this context, it is essential to establish rules that promote collaboration among teachers and the use of their intellectual capital in an increasingly heterogeneous educational environment [23]. Likewise, fostering a more collaborative, respectful, and inclusive work environment that improves the quality of teaching [24], [25]. Therefore, by including different generations, it can be ensured that teacher training is more inclusive and flexible, which is important for society as it can adapt to different requirements [26]. In this sense, the objective of this study is to determine the relationship between intellectual capital policies in regular education and generational diversity.

2. Research method

The quantitative methodology and the cross-sectional design of this study were influenced by the temporal nature of the data collected. The study was both descriptive and explanatory, as it explores the interrelationships between the research variables. Moreover, it is presumed that the variables under investigation are related to each other [27]. In this context, structural equation modeling (SEM) was used in this study to examine the relationship between the generational diversity of regular education teachers and intellectual capital policies [28]. According to Alaminos et al. [29], this study method investigates a network of interconnected links in order to examine the topic from a global perspective. The proposed theoretical model is shown in Figure 1.

Figure 1 shows the five main components on which SEM is based. This includes elements for independent and dependent variables. The following indicators arise from observing all the components in the SEM model: 1) intellectual capital policies; they evaluated the social and cultural aspects, organization and curriculum, resources and capabilities, collaboration and participation, information and knowledge, diagnosis and evaluation, and urban and sociopolitical context; 2) generational diversity; they considered age composition, intergenerational dynamics, and differences in styles and values; 3) age composition; they evaluated the distribution of teachers by groups and years of experience; 4) intergenerational interaction: degree of collaboration among teachers and level of communication between teachers of different generations; 5)

differences in styles and values: which is evaluated from the identification of work styles and generational values.

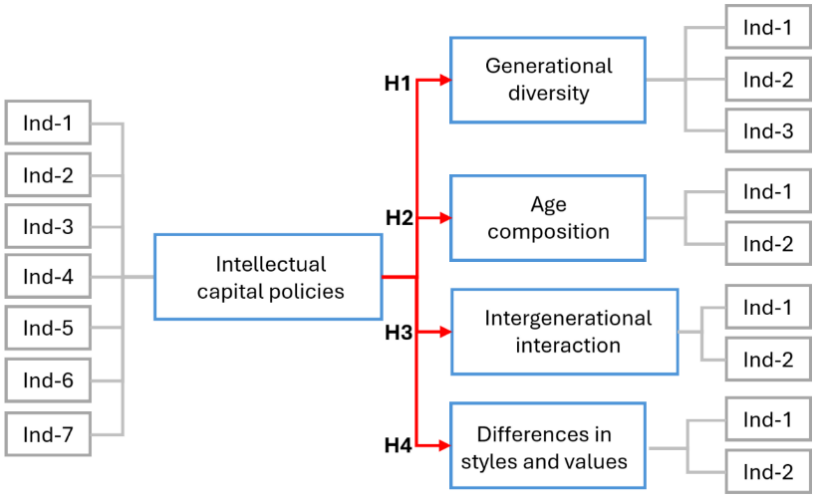

Figure 1. Proposed theoretical model of the relationship between the constructs

2.1.1. Sample

The appropriate number of units to analyze is called the population, and the sample of a study is just a small fraction of that population [27]. Therefore, the study population consisted of all urban public educational institutions in Arequipa that provide regular basic education and are part of the Local Educational Management Unit (UGEL-Sur). Regarding the direct participants, the sample consisted of 4,054 teachers from various institutions, representing a wide range of generations within the teaching staff [30]. This sample is relevant to the research because it offers the opportunity to observe how the perspectives of different generations on intellectual capital management in institutions relate to each other (Table 1).

Table 1. Study population of UGEL Sur institutions - Arequipa

Modality	Level	Institution (public)	Teaching Staff
Regular basic	Early Childhood Education	214	630
	Primary Education	148	1532
	Secondary Education	88	1892
	Total	450	4054

Likewise, stratified probabilistic sampling was used to ensure that the teaching staff was representative of a variety of ages and that the institutions were diverse in terms of size and urban area. Appropriate statistical methods for quantitative studies were applied to estimate the sample size, taking into account a 95% confidence level and an acceptable margin of error. This was done to ensure that the results were valid and reliable. The sample delimitation was determined using the following equation (1) for limited populations:

$$n = \frac{N*Z^2*p*q}{d^2(N-1)+Z^2*p*q} \quad (1)$$

$$n = \frac{4054*1.96^2*0.5*0.5}{0.05^2(4054-1)+1.96^2*0.5*0.5} = 351 \quad (2)$$

Where: N: Total population number = 4054; 1-α: Confidence Level = 0.95; Z(1-α) = 1.96; d: Precision = 0.05; p: Prevalence = 0.50; q: Complement of p = 0.50 and n: sample size = 351.

For the calculation of the sample stratification, the following equation (3) was used:

$$ne = \frac{n}{N} = \frac{351}{4054} = 0{,}0865 \quad (3)$$

In this way, the result is the size of the stratified sample, which can be seen in Table 2.

Table 2. Study sample

Educational system		Stratified sample (Teaching staff)	
Modality	Level	f	%
Regular basic	Early Childhood Education	54	15%
	Primary Education	133	38%
	Secondary Education	164	47%
Total		351	100%

In this way, 351 teachers from the regular basic education institutions of UGEL Sur Arequipa (initial, primary, and secondary levels) formed the sample of the study.

2.1.2. Instruments

The adaptability of the survey in scientific research, data collection, and acquisition of current information led this study to employ it as a data collection technique. As a research tool, the questionnaire was used. A questionnaire is defined as a collection of questions used to gather numerical data related to some observable characteristic [27].

To evaluate the initial variable, a tool that has already been verified and modified [31] was used. This instrument uses fourteen questions to evaluate the level of intellectual capital policies of the sample. Each question includes responses with a Likert scale from 1 to 5, which were subsequently classified into three measurement ranges: low (<33), moderate (34-51), and high (>52). The second tool used to evaluate generational diversity [32] consisted of 12 questions with a Likert scale (1-5), and the responses were divided into corresponding ranges: low (<28), moderate (29-44), and good (>45).

The reliability and validity of the instruments were verified using Cronbach's alpha coefficient [33]. With a score of 0.773 for generational diversity and a score of 0.713 for intellectual capital policies, it is confirmed that both instruments offer excellent levels of internal consistency for the study.

2.1.3. Processing

For the processing of this dataset, Excel and SPSS-AMOS 26 were used. The indicators and variables were analyzed using descriptive statistics, such as percentages and frequencies, to determine their most essential characteristics. With the proposed theoretical model as a basis, a structural equation model was generated to test this hypothesis.

3. Results and discussion

The data were analyzed using a descriptive approach, which produced percentages and frequency tables as the final result. Table 3 shows the distribution by gender and age of the teachers from the institutions that provide regular basic education belonging to the selected UGEL Sur Arequipa. The results show that 50% of the teachers are under 35 years old, while 45% fall into the age group of 36 to 50 years. On the other hand, when analyzed by gender, 55% of the teachers are women and 45% are men.

Table 3. General characteristics of the sample

General data	Frequency	Percentage
	Sex	
Female	192	55%
Male	159	45%
	Age	
< 35 years	177	50%
From 36 to 50 years	158	45%
> 51 years	16	5%
Min. 18 years	Max. 65 years	
Mean age ± DS	36.27 years ± 0.935	

Table 4 shows the seven dimensions of the first variable that were considered. Regarding the intellectual capital policy variable, 67% of the teachers who participated in the survey consider that the implementation of these policies is moderate in the institution. Likewise, the following dimensions had a high level: social and cultural (60%), organizational and curricular (49%), resources and capabilities (41%), participation and collaboration (42%), information and knowledge (40%), diagnosis and evaluation (58%), and urban and sociopolitical context (56%).

Table 4. Descriptive analysis of intellectual capital policies and their dimensions

Scale	Social and cultural		Organizational and curricular		Resources and capacities		Participation and collaboration		Information and knowledge		Diagnosis and evaluation		Urban and sociopolitical context		Intellectual capital policies	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Low	88	25%	109	31%	130	37%	104	30%	72	21%	97	28%	28	8%	27	8%
Moderate	53	15%	71	20%	76	22%	100	28%	138	39%	49	14%	128	36%	236	67%
High	210	60%	171	49%	145	41%	147	42%	141	40%	205	58%	195	56%	88	25%
Total	351	100 %	351	100 %	351	100 %	351	100 %	351	100 %	351	100 %	351	100 %	351	100 %

Comparatively, Table 5 shows the results of the descriptive analysis of the second variable and its dimensions. The findings indicate that there is a regular level (75%) of generational diversity in the institution. Furthermore, it is important to mention that, overall, all dimensions received a "regular" level: age composition (44%), intergenerational interaction (40%), and differences in styles and values (66%).

Table 5. Descriptive analysis of generational diversity and its dimensions

Scale	Age composition		Intergenerational interaction		Differences in styles and values		Generational diversity	
	F	%	F	%	F	%	F	%
Low	51	15%	86	25%	69	20%	31	9%
Regular	155	44%	139	40%	233	66%	263	75%
Good	145	41%	126	36%	49	14%	57	16%
Total	351	100%	351	100%	351	100%	351	100%

By showing the normalized estimated values and providing a basis for subsequent calculations, Figure 2 presents the results of the SEM model evaluation. Traditional model fit metrics were used to conduct a thorough analysis of the theoretical proposal in Figure 1 [34].

As can be observed, the following factor loadings were recorded in the evaluated components: generational diversity (0.894), age composition (0.780), intergenerational interaction (0.856), and difference in styles and values (0.809). Figure 2 shows the results of the SEM model evaluation, revealing the normalized estimated values and establishing the framework for all calculations. According to the SEM model, intellectual capital policies are linked to the generational diversity of teachers in regular education.

In contrast, the results of the structural equation model showed a fit of 258 degrees of freedom with a Chi-square value of 672.549, suggesting a probability level of 0.003, which is lower than the significance criterion (α = 0.05). With a CMIN/DF ratio of 2.61, a Comparative Fit Index (CFI) of 0.609, and an RMSEA of 0.058, which falls within the acceptable range of 0.05 to 0.08 (Table 6), the SEM model in Figure 2 is considered valid [35].

Table 6. Results of the adjustment of the global structural model

Adjustment values	Chi-square	Gl	NP	CMIN/Gl	CFI	RMSEA
	672.549	258	0.003	2.61	0.609	0.058

Gl = degrees of freedom; NP = level of significance; CMIN/Gl = Chi-square/degrees of freedom; CFI = comparative fit index; RMSEA = Root Mean Square Error of Approximation

In Figure 2, the following normalized data can be observed, showing how the examined components are related to generational diversity: first, the distribution of the staff's age composition (DGcoet) had a value of 0.793; second, the intergenerational interaction of the teachers (DGinin) had a value of 0.806; and third, the differences in work styles and values (DGdiesv) had a value of 0.760.

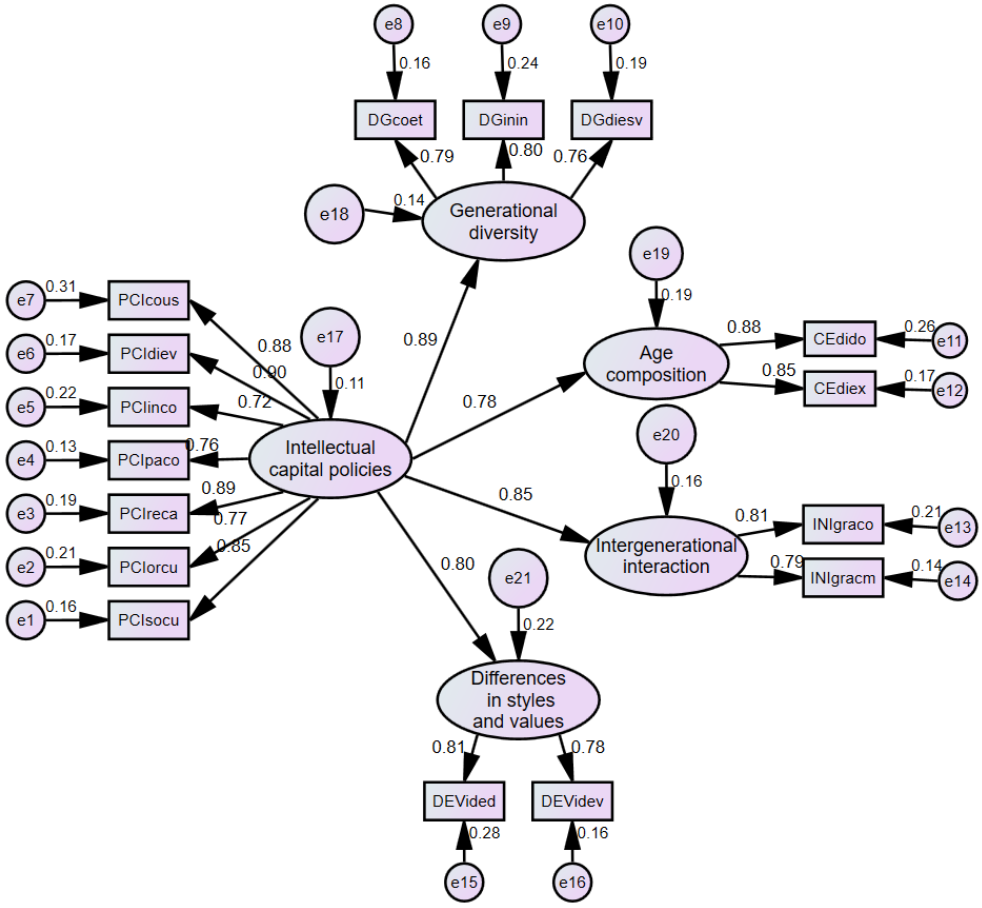

Figure 2. Structural model of intellectual capital policies and generational diversity

Likewise, the results of the correlation analysis between intellectual capital policies and the components that were evaluated are presented: for the social and cultural component (PCIsocu) it had a value of 0.858, the organization and curriculum (PCIorcu) 0.773, the resources and capabilities (PCIreca) had a value of 0.892, participation and collaboration (PCIpaco) 0.760, information and knowledge (PCIinco) had a value of 0.726, diagnosis and evaluation (PCIdiev) 0.902, and the urban and sociopolitical context (PCIcous) showed a correlation of 0.883.

Meanwhile, the results of the causal association between the age composition variable and its components were: 0.886 for the distribution of teachers by generational group (CEdido) and 0.858 for the distribution of teachers by years of experience (CEdiex).

The correlation values associated with the variable of intergenerational interaction and its constituent parts were as follows: 0.813 for collaboration between teachers of different generations (INIgraco) and 0.791 for communication between teachers of different generations (INIgracm).

For the variable differences in styles and values and their components, the results showed the following normalized values: identification of differences in work styles (DEVided) with a value of 0.816 and identification of differences in generational value types (DEVidev) with a value of 0.780.

The results of the structural equation modeling (SEM) tests confirmed the proposed hypotheses. The findings of the standardized estimates are shown in Table 7, and Figure 2 presents the complete confirmatory SEM structural model. Consequently, there is statistical significance, as all estimators have p-values greater than 0.5, allowing us to reject the null hypothesis and confirm the first theoretical hypothesis (H1).

Thus, it can be stated that among the regular education teachers surveyed (UGEL Sur - Arequipa), a high efficiency index of 0.894 indicates a strong correlation between intellectual capital policies and generational diversity. The second hypothesis (H2) verifies the existence of a correlation between intellectual capital policies and the age composition of teachers in regular education, with a value of 0.780.

The third hypothesis of the structural equation model (H3) indicates that there is a strong correlation (0.856) between intellectual capital policies and the intergenerational interaction of teachers in the context of regular education.

Finally, but not least, the fourth hypothesis (H4) of the structural equation model is validated, showing that intellectual capital policies are correlated with differences in teaching styles and values in regular education, demonstrating an effectiveness value of 0.809.

Table 7. Standardized results of the correlations of the constructs

Correlations			Estimate	Standardized coefficient	Sig.
Intellectual capital policies	<---	Generational diversity	1.121	0.894	***
Intellectual capital policies	<---	Age composition	0.846	0.780	***
Intellectual capital policies	<---	Intergenerational interaction	1.342	0.856	***
Intellectual capital policies	<---	Differences in styles and values	0.825	0.809	***

This study examined the relationship between generational diversity and intellectual capital policies in regular education using the Structural Equation Model (SEM). The results support the hypotheses (H1, H2, H3, and H4) that examine how the perspectives of different generations on age composition, intergenerational interaction, and generational variety in teaching approaches and values relate to intellectual capital policies. There is a relationship between the variables and the dimensions, as all correlation values are below the significance level of $p = 0.05$.

According to Garay and Salazar [36], to maximize the intangible resources of the educational system, including experience, knowledge, and relationships, intellectual capital strategies are being integrated into regular education. The importance of human, structural, and relational capital in improving educational standards is recognized by these initiatives [37]. In this context, the success of these programs is influenced by the generational diversity of the teachers.

For their part, the teaching-learning process can benefit enormously from the diverse perspectives and experiences that instructors from different generations bring, as it has been demonstrated that classrooms where people from different generations work together create a more inclusive and dynamic experience for everyone [38]. Point out that, in an academic institution, teachers from different generations can show a strong emotional connection with the institution, which implies that a diversity of generations can enhance the connection between teachers and the work environment.

In this way, in addition to being a demographic fact, generational diversity is a strategic component for creativity [39], [40]. According to Page [41] and Murrar et al. [42], it has been demonstrated that teams composed of members from different generations often exhibit greater creativity and flexibility when facing new challenges. This means that educational policies should promote environments where teachers from different generations can collaborate, share ideas, and develop teaching methods [43], [44].

Likewise, managing this variety of generations poses considerable challenges. Such as the lack of sufficient strategies to bring together educators from different generations, which can lead to conflicts within the institution. For this reason, teachers must be adequately prepared to manage generational diversity through the implementation of intellectual capital policies that prioritize mutual respect and collaboration in the classroom [45].

Similarly, an effective method to leverage the knowledge and experience of people from different generations is the establishment of intergenerational mentoring groups [46]. These initiatives allow more experienced teachers to impart their knowledge to their younger counterparts, fostering a bidirectional flow of information and consolidating relationships between different generations [47]. Therefore, the evidence suggests that these proposals not only strengthen learning but also help social connections within educational institutions [48].

In addition, public policy should also prioritize the value of multigenerational classrooms by recognizing the importance of generational diversity and working to integrate it [49]. This involves allocating funds for teacher training in this area and creating regulatory structures that promote intergenerational collaboration [50]. Improving educational quality and preparing teachers to face the challenges of a more diverse and changing society can be achieved through the implementation of inclusive policies that respect and leverage generational diversity.

In this sense, the landscape of educational policies must shift towards a more inclusive model that recognizes and embraces generational diversity [51]. The democratic and inclusive school suggested by Díez [52] is one that values and respects many perspectives, ages, and life experiences. To achieve this, it is crucial to establish formal programs that promote continuous learning, teamwork across generations, and methods to recognize the value of transmitting knowledge [53], [54].

In summary, the relationship between intellectual capital policies in regular education and generational diversity among teachers is beneficial. The intellectual capital of the educational system can be strengthened by incorporating practices that promote intergenerational cooperation and mutual respect, leading to better learning outcomes and teachers being better prepared for future challenges [55]. In that sense, to foster an educational climate that appreciates and promotes generational diversity - which can only improve the teaching-learning process and help individuals and society grow holistically - it is essential that educational leaders, educators, and students collaborate [56].

4. Conclusions

The results show that generational diversity is related to intellectual capital policies (H1), with a value of 0.894. Moreover, there was evidence of a relationship between intellectual capital policies and age composition (H2; 0.780), between intellectual capital policies and intergenerational interaction (H3; 0.856), and between differences in styles and values of regular education teachers and intellectual capital policies (H4; 0.809).

In conclusion, there is a statistically significant relationship between the variables, demonstrating that generational diversity in education and intellectual capital policies is fundamental for recognizing, developing, and managing knowledge as a strategic tool. Consequently, these policies need to be revised to take into account generational diversity and to make the most of the fact that teachers from different generations have diverse perspectives, values, and ways of thinking. By properly managing intellectual capital, an inclusive learning environment can be generated that promotes competence in digital tools, intergenerational knowledge transfer,

and collaborative learning. Therefore, the use of these strategies leads to better educational quality, social cohesion, and pedagogical innovation in many different contexts.

Declaration of competing interest

The authors declare that they have no known financial or non-financial competing interests in any material discussed in this paper.

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Author contribution

The contribution of RRC was the conception and design of the study, and the analysis and interpretation of results. VCA, SFS, APEM, ACM, RJEC, and DHBM, CMSM were data collection and preparation of the draft. All authors approved the final version of the manuscript.

Ethical approval statement

Our institution does not require research ethics approval for reporting individual cases.

Informed consent

Informed consent for the publication of personal data in this article was not obtained because the article does not contain personal information about a specific person or group of people, but rather it is a general survey of general opinions.

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