

Navigating educational control in the era of emerging trends: Challenges and prospects

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Abstract

Educational control refers to the legal and policy frameworks intended to uphold standards, ensure accountability, and guide the educational process. This concept is crucial for delivering high-quality education by monitoring institutional performance, teacher qualifications, and curriculum requirements. This study explores educational control in Nigeria and examines emerging trends in the field of education, such as technological integration, global education perspectives, individualized learning, and innovative pedagogical techniques. Key challenges identified include aligning the curriculum with advanced teaching strategies, integrating technology, addressing the digital gap, and managing resistance to change among educators and administrators. Ensuring equitable access to educational resources is vital for bridging the digital divide. Additionally, educational laws and regulations must evolve to balance innovation with maintaining educational standards, while managing data security and privacy remains a significant concern. The article proposes comprehensive solutions and suggestions, such as guaranteeing fair access to technology, providing professional development for instructors, amending regulations to foster creativity, and implementing robust data privacy and security measures. By addressing these issues, educational institutions can create a more effective and inclusive learning environment that leverages new trends to benefit all students.

Keywords: Educational Control, Technological Integration, Digital Divide, Educational Standards, Data Privacy.

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1. CONCEPT OF EDUCATIONAL CONTROL

Control is the ability to influence or steer people's behavior or the course of events. It involves setting standards, gauging actual performance, and taking corrective actions when necessary. Controlling is the process of ensuring the organization actualizes its goals in the anticipated manner. Modern notions define control as an anticipatory activity, while older concepts viewed control as applicable only when errors were found. Eyal (2016) states that control within the scope of organizational resources and motivation refers to the ability to manage and allocate resources effectively, as well as to foster motivational factors that can influence the well-being and performance of school principals, thereby preventing burnout.

Hanushek and Woessmann (2016) assert that control in educational policy and system refers to the deliberate regulation and governance of educational standards, curriculum, and practices to ensure high-

quality education that contributes to the knowledge capital necessary for economic growth. Kraft, Blazar, and Hogan (2016) opine that control in the context of teacher coaching refers to the structured and intentional management of coaching programs to ensure consistent and effective delivery of feedback and support, ultimately enhancing instructional quality and student achievement. Leithwood and Sun (2016) state that control in transformational school leadership involves the strategic direction and management of school operations and resources to inspire and motivate staff and students, leading to improved educational practices and student outcomes.

Amadi and Edu (2020) state that control is an essential function in every educational system because it helps to minimize errors and improve corrective measures. An effective control system in educational institutions requires learned knowledge and acquired skills/abilities, and other essential

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factors in leadership practice. The term "educational control" refers to the framework of policies, guidelines, and practices utilized to oversee and administer the educational field. It involves the governance and decision-making processes that impact the quality, quantity, and administration of education.

Educational control is exercised by governmental organizations, educational institutions, and other parties involved in formulating educational policies. It describes the procedures and methods used by educational institutions to direct and coordinate the teaching and learning process. The concept of educational control encompasses mechanisms, policies, and practices implemented to regulate and guide the educational system at various levels, ensuring the quality of education, adherence to standards, and accountability among educators and administrators.

According to Hamza, Undie, and Nwadian et al. in Edemenang, (2021), the dynamism that defined the control of education carries with it a significant allocation of values to the stakeholders of education. This statement means that the way education is managed and controlled is not static but constantly changing (dynamic). According to Hamza, Undie, and Nwadian, as cited by Edemenang (2021), this dynamic nature of educational control involves assigning important values and responsibilities to the various stakeholders in education, such as teachers, students, parents, and administrators. Essentially, the evolving control mechanisms in education reflect and impact the values held by those involved in the educational process.

In the educational context, control generally refers to the methodical regulation of assessment procedures, the efficient use of resources and motivation to keep school administrators from burning out, the governance of curriculum to build knowledge capital, the methodical application of teacher coaching to improve instruction quality and student achievement, and the strategic planning of school operations to support transformational leadership.

In Nigeria, educational control refers to how different stakeholders—such as the government, educational institutions, policymakers, and regulatory agencies—manage, rule, and regulate the country's educational system. By improving educational fairness and access, creating a positive teaching and learning environment, and coordinating educational outcomes with development goals, it seeks to guarantee that education is well-managed, just, and of high quality.

To guarantee that education in Nigeria is well-managed, equitable, and of the highest caliber, the idea of educational control is essential. In addition to promoting educational fairness and access, curriculum creation, and standard-setting that synchronizes academic outcomes with national development objectives, its objectives include fostering a positive and

encouraging atmosphere for teaching and learning.

2. KEY ASPECTS IN EDUCATIONAL CONTROL

Educational control is an essential component in ensuring the quality and integrity of educational systems. It includes a variety of components that work together to guarantee standards are met, accountability is maintained, and the educational process is properly led. Understanding these major features is critical for educational stakeholders such as legislators, educators, and administrators. The following present detailed overview of the key aspects that influence the creation and execution of effective educational policies and practices in educational control.

1. Governmental Influence: Governmental influence in education is pivotal for ensuring uniformity and maintaining high standards across the educational system. The implementation of national rules and standards ensures that diverse educational institutions adhere to a consistent framework for teaching and assessment. This uniform approach helps to level the playing field, ensuring that all students receive instruction of comparable quality. However, this centralization can also lead to rigidity and an inability to adapt to specific regional circumstances and needs (Smith, 2020).

Educational control encompasses the formulation and implementation of regulations governing educational establishments. These regulations delineate requirements for teacher qualifications, curriculum standards, and assessment procedures, thereby ensuring quality and uniformity throughout the educational system. Hanushek and Woessmann (2016) underscore that deliberate control and administration of educational standards and practices are crucial for delivering high-quality instruction and contributing to the knowledge base necessary for economic growth.

2. Resource Allocation and Management: Managing resources is a key component of effective control in education. This includes monetary resources, instructional resources, and human resources like staff members and instructors. Effective resource management guarantees that educational establishments possess the required equipment and assistance to deliver high-quality instruction. Eyal (2016) highlights that efficient resource management and allocation, as well as the cultivation of motivational elements that impact school principals' performance and well-being, depend on control within the parameters of organizational resources and motivation.

3. Institutional Autonomy: Centralized management plays a pivotal role in maintaining consistency and oversight within educational systems; however, granting educational establishments the latitude to innovate and adapt is equally essential. Institutional autonomy allows colleges and universities

to tailor their pedagogical approaches to their unique student populations and regional contexts, fostering the development of more relevant and effective teaching strategies. This flexibility can enhance educational outcomes by aligning instructional methods with the specific needs of students. Nevertheless, excessive independence without adequate supervision can result in disparities in the quality of education provided (Green & Johnson, 2019).

4. Teaching and Learning Processes: Supervision of teaching and learning procedures is under the purview of educational control. This covers the creation and application of teacher preparation curricula, instructional pedagogies, and student evaluation techniques. Good control mechanisms guarantee that pupils receive a top-notch education and that teaching methods are in line with academic requirements. According to Kraft, Blazar, and Hogan (2016), control in the context of teacher coaching involves the structured management of coaching programs to ensure consistent and effective feedback and support, enhancing instructional quality and student achievement.

5. Accountability Measures: One way to make sure that educational goals are reached is through the establishment of accountability measures, such as performance reviews and standardized testing. The purpose of accountability measures is to keep track of and assess student, teacher, and school performance. These metrics can be used to track progress and make sure that academic standards are maintained. On the other hand, if standardized testing is overused, it may cause teachers to focus only on passing exams rather than larger learning objectives. (Brown, 2021).

6. Policy Implementation: Policymakers, educators, and stakeholders must work together to implement effective educational control. The best policies are implemented in education when all relevant parties are involved and willing to cooperate. By working together, we can make sure that policies are workable, endorsed by people who must put them into practice, and customized to address actual needs. However, achieving such collaboration can be challenging and time-consuming. (Kern., Bambara., & Fogt, 2016).

7. Strategic Direction and Leadership: A key component of educational control is leadership. School administrators are in charge of overseeing daily operations, determining the institution's strategic direction, and inspiring both faculty and students. In order to improve educational practices and outcomes, the school community must be inspired and guided by transformational leaders. According to Leithwood and Sun (2016), control in transformational school leadership entails managing resources and operations strategically in order to uplift and inspire teachers and students.

8. Accountability and Standards Compliance: Control methods in education also guarantee standards compliance and accountability. This entails routinely observing and evaluating educational establishments to gauge their effectiveness and compliance with regulations. Good control systems facilitate the identification of problem areas and the use of remedial actions to improve academic performance. Amadi and Edu (2020) state that control is an essential function in every educational system because it helps to minimize errors and improve corrective measures.

9. Quality Assurance: Two essential elements of educational control are accreditation and routine inspections. The upkeep of high standards in educational institutions is facilitated by quality assurance measures such as accreditation and inspections. These procedures guarantee that educational institutions follow set standards and make constant progress. However, the thoroughness and impartiality of the accreditation and inspection procedures determine how effective these systems will be. (Taylor, 2017)

Governmental influence, resource management, institutional autonomy, supervision of teaching and learning, accountability measures, policy execution, and quality assurance are all integrated within the broad concept of educational control. Together, these elements provide a structured yet flexible educational system that upholds high standards, encourages creativity, and caters to the various requirements of students. The goal of educational control is to improve the efficacy and quality of instruction by balancing these factors.

3. CONCEPT OF EDUCATIONAL TRENDS

Trends signify a general direction in which something develops or changes over time, observable across various fields such as fashion, technology, economics, and education. They indicate shifts in preferences, behaviors, or practices within specific contexts. Akachukwu (2022) describes a trend as a systemic shift that may influence the operation of the educational system. This includes new teaching methods, changes in research and curriculum development, and the attitudes and behaviors of staff and students. Such trends can lead to social, economic, political, or cultural advancements.

Educational trends encompass the emerging technologies and practices that promote educational growth and development. These trends, driven by societal needs, technological advancements, and research findings, shape teaching and learning methods, policies, and technologies. They foster innovation and adjustments in instruction, management, research, and social services globally.

The evolving global economy and advancements in modern technologies have introduced new educational trends aimed at enhancing global competitiveness. These

trends focus on innovation, accessibility, and suitability to effect positive changes worldwide. Examples of contemporary educational technology trends include the flipped classroom, dynamic assessment, event-based learning, social learning, and learning design influenced by analytics.

Increasingly, educational trends emphasize integrating technology into teaching and learning. Digital tools, online resources, and educational software have transformed content delivery and student engagement. Interactive technologies such as smartboards, virtual reality, and educational apps enhance learning by making it more dynamic and accessible (Hattie, 2017). Additionally, technology facilitates personalized learning, allowing students to progress at their own pace according to individual needs, reflecting a shift towards more technologically proficient educational environments (Ertmer & Ottenbreit-Leftwich, 2016).

4. KEY ASPECTS IN EDUCATIONAL TRENDS

The landscape of education is continually evolving due to technological advancements, changing societal needs, and new pedagogical research. Understanding these trends is essential for educators, policymakers, and stakeholders to navigate and contribute to the future of education effectively. The key educational trends that shape modern education include the following:

4.1. Personalized Learning

Personalized learning customizes education to individual student needs, preferences, and learning paces. This approach emphasizes student agency, allowing learners to influence their educational paths. Research by Bingham et al. (2018) indicates that personalized learning can enhance student outcomes, especially for traditionally underserved populations. It addresses the unique strengths and weaknesses of each student, promoting better engagement and achievement (Horn & Staker, 2015). Strategies such as differentiated instruction, student choice, and adaptive learning technologies cater to diverse learner profiles, shifting from a one-size-fits-all model to a student-centered approach (Pane et al., 2015).

4.2. Technology Integration

Integrating technology into education has revolutionized teaching and learning by enhancing interactivity and accessibility. Digital tools like interactive whiteboards, educational apps, and virtual reality provide dynamic, immersive experiences that make learning more engaging. These technologies facilitate personalized and differentiated instruction, meeting individual student needs. Additionally, technology expands accessibility by providing resources and online platforms that support remote and underserved learning environments, including digital textbooks and online courses. Technology integration is crucial for developing 21st-century skills, such as

digital literacy, critical thinking, and problem-solving, essential for success in a digital world (Williamson & Eynon, 2020). By equipping students with these competencies, technology bridges the gap between educational content and real-world applications.

4.3. Competency-Based Education (CBE)

Competency-based education (CBE) focuses on students' demonstration of skills and knowledge rather than time spent in a classroom. This model allows students to progress upon mastering competencies, ensuring they acquire necessary skills before advancing. CBE offers a more personalized and efficient learning experience, aligning with workforce needs. In CBE, students demonstrate proficiency in specific competencies or learning objectives, advancing based on mastery rather than time spent (Bloom, 2018). The emphasis on CBE reflects a growing recognition of the need to prepare students with practical, applicable skills that align with real-world demands and professional competencies (Winkelmann, 2016).

4.4. Social-Emotional Learning (SEL) and Mental Health Awareness in Education

Social-Emotional Learning (SEL) focuses on enhancing students' emotional intelligence, interpersonal skills, and self-awareness. SEL programs are designed to help students manage their emotions, set and achieve goals, foster positive relationships, and make responsible decisions. Integrating SEL into educational curricula aids students in navigating their social environments more effectively, which can positively impact both their academic and personal lives.

Research by Taylor et al. (2017) highlights that SEL programs can lead to improved social behaviors, decreased emotional distress, and better academic performance. These programs emphasize developing skills such as empathy, self-regulation, and resilience, which are crucial for students' overall well-being and success. By addressing students' emotional needs and encouraging healthy social interactions, SEL contributes to a more engaging and supportive learning environment.

Mental health encompasses emotional stability, cognitive function, and positive social interactions. It involves managing stress, maintaining healthy relationships, and achieving personal goals. Good mental health supports resilience, self-esteem, and productivity, and is defined by the ability to handle life's challenges, think clearly, and contribute meaningfully to one's community. It extends beyond the mere absence of mental illness, incorporating proactive strategies like stress management and seeking support when needed.

According to the World Health Organization (2022), mental health is characterized by the

realization of one's potential, effective coping with life's stresses, productive work, and community contribution. Schools are vital in fostering mental health by creating a supportive environment that offers students a sense of identity, belonging, and social support, which are linked to better educational and behavioral outcomes (Hetrick et al., 2020). However, despite the availability of effective interventions, many children and adolescents do not receive these services within school settings (Weist et al., 2021).

Mental health awareness has become increasingly important in education, underscoring the need to address students' mental health issues proactively and support their emotional well-being. Integrating mental health education into the curriculum helps reduce stigma and provides students with tools to manage their mental health effectively. By promoting mental health awareness, schools aim to create a supportive environment where students feel safe to express their concerns and seek help, thereby contributing to overall student success alongside academic and social development.

4.5. Growth of Collaborative, Experiential, and Inclusive Learning

Educational practices are becoming more and more shaped by collaborative, experiential, and inclusive learning approaches. Working together on projects and problem-solving exercises is known as collaborative learning, and it aids in the development of critical thinking, communication, and cooperation, among other important abilities (Johnson et al., 2014). Students gain from a variety of viewpoints and improve their comprehension of the material by participating in group activities.

Conversely, experiential learning places more of an emphasis on learning by hands-on activities and introspection. This method makes learning more interesting and applicable by incorporating practical applications and hands-on experiences (Kolb, 2015). To put theoretical ideas into real-world situations, students could take part in fieldwork, internships, or simulations.

Inclusive education complements these trends by focusing on accommodating all learners, including those with diverse backgrounds and abilities, within a supportive and equitable environment. This approach promotes a sense of belonging and respect among students, contributing to improved social outcomes and academic achievements for everyone involved (Slee, 2018).

4.6. Global and Multicultural Education

In today's interconnected world, incorporating global and multicultural perspectives into education has become crucial. This trend aims to prepare students to effectively engage with and contribute to a diverse and globalized society. By embracing global and

multicultural education, students gain an appreciation for cultural diversity, develop empathy, and enhance their critical thinking skills, which are essential for navigating complex international issues.

Global education exposes students to a variety of cultures, traditions, and global challenges, fostering a respect for diversity. This exposure not only broadens their perspectives but also helps them understand and value different viewpoints and experiences. Multicultural education, on the other hand, ensures that diverse perspectives are integrated into the curriculum, allowing all students to see their cultures reflected and valued in their learning experiences.

Banks (2015) notes that global education encourages students to critically analyze and understand global issues from various perspectives. It also promotes empathy by helping students connect with individuals from different backgrounds and cultures. Cultural competence, an important outcome of this educational approach, prepares students to interact effectively and respectfully with diverse groups, thus equipping them for global citizenship in an interconnected world.

4.7. Lifelong Learning

Lifelong learning underscores the significance of ongoing education beyond traditional academic settings, highlighting the need for adaptability in a fast-evolving job market and personal development. This concept emphasizes that learning is not limited to formal education but is a continuous process throughout one's life.

Lifelong learning encompasses both formal education, such as advanced degrees and professional training, and informal learning experiences like self-study, hobbies, and community involvement. This approach helps individuals stay current with new skills and knowledge, adapt to shifting career demands, and pursue personal interests and goals.

Biesta (2015) argues that lifelong learning is vital for personal and societal progress. It allows individuals to keep up with technological advancements, changes in the job market, and evolving societal needs. By fostering a mindset of continual learning, individuals become more flexible and resilient, better prepared to face challenges and seize opportunities throughout their lives.

Overall, global and multicultural education equips students for a diverse world by enhancing cultural understanding and global citizenship. Lifelong learning, on the other hand, highlights the necessity of continuous education for personal and professional growth in a rapidly changing environment.

4.8. Globalization and International Education Standards

The effects of globalization on education systems worldwide have led to the promotion of international

education standards and practices. This trend involves the adoption and alignment of educational frameworks to ensure that students receive high-quality education, irrespective of their location. It emphasizes integrating global perspectives into curricula to foster cross-cultural understanding and prepare students for a global workforce.

Globalization drives the adoption of international education standards to ensure consistency and quality across educational systems. For instance, frameworks like the International Baccalaureate (IB) aim to deliver a rigorous and standardized education recognized globally (Harris, 2018). These standards facilitate student mobility and ensure that graduates are well-prepared for further education or employment in an international context.

Furthermore, globalization encourages the inclusion of diverse cultural perspectives in education, enhancing students' global awareness and cross-cultural competence. Schools increasingly incorporate international content into their curricula to promote intercultural dialogue and understanding (Beineke, 2020). This approach helps students develop the skills necessary to thrive in a multicultural world.

4.9. STEM and STEAM Education

STEM (Science, Technology, Engineering, and Mathematics) and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education represent significant trends in modern education, focusing on integrating these disciplines to foster critical thinking, creativity, and problem-solving skills. STEM education emphasizes a hands-on, interdisciplinary approach to learning, preparing students for careers in technology and engineering. The aim is to develop skills essential for innovation and competitiveness in the global economy (Wang, 2019). STEM initiatives often involve project-based learning, robotics, and coding, engaging students in real-world problem-solving.

STEAM education builds upon STEM by incorporating the arts, promoting creativity alongside technical skills. This approach highlights the role of creativity and innovation in addressing complex problems, preparing students for diverse career paths and enhancing their critical thinking abilities (Beers, 2018). STEAM education encourages interdisciplinary learning and the application of artistic concepts to scientific and technological challenges.

5. CHALLENGES IN EDUCATIONAL CONTROL AND EMERGING TRENDS

In the rapidly evolving landscape of education, navigating challenges in educational control and adapting to emerging trends is crucial for fostering effective learning environments. These are critical issues that impact the effectiveness of educational control. Addressing these issues is crucial to developing

a flexible and inclusive educational system that caters to the requirements of all students as trends in education such as global education, technological integration, and personalized learning continue to influence the field.

Key challenges include:

- Aligning Content and Pedagogy
- Technological integration and digital divide
- Curriculum and instructional alignment with emerging trends
- Resistance to change among educators and administrators
- Ensuring equitable access to resources and opportunities
- Policy and regulatory adaptations
- Managing data privacy and security in digital education.

The challenges are discussed below:

Aligning Content and Pedagogy

A major challenge in contemporary education is aligning instructional content and teaching methods with the latest technological advancements and innovative educational practices. This involves updating educational materials and pedagogies to foster active and engaging learning experiences. It's essential that instructional methods are revised to incorporate cutting-edge technology and modern educational approaches to adequately prepare students for future demands (Selwyn, 2016).

Educators face the complex task of adapting curricula to reflect emerging educational trends while employing effective teaching strategies that enhance student comprehension and retention. Striking a balance between these aspects is vital for providing high-quality education that equips students for success in a rapidly evolving world.

In Nigeria, the education system is encountering significant obstacles that affect its ability to prepare students for the 21st century (Ugwuanyi, 2024). One pressing issue is the curriculum, which often suffers from outdated content, limited resources, and a misalignment with current educational needs. Additionally, the curriculum is frequently overloaded with numerous subjects, which can impede deep learning and mastery of essential concepts. This overcrowding may lead students to rely on rote memorization rather than developing critical thinking and problem-solving skills (Nkanang, 2018).

The repercussions of these curriculum issues are extensive, impacting both students and educators. For students, an outdated and irrelevant curriculum can inhibit creativity, diminish enthusiasm for learning, and perpetuate educational inequalities by not addressing the diverse needs of learners. Educators, meanwhile, face the challenge of delivering content that may not align with the needs and interests of their students. Moreover, insufficient resources, including

outdated textbooks and limited technological access, exacerbate the difficulties encountered by both students and teachers.

Modern curricula face the challenge of keeping pace with rapid advancements in information and technology. As new knowledge and technologies emerge, curricula must be continuously updated to remain relevant and effective. This ongoing process of revision necessitates that educators incorporate the latest developments into their teaching materials and practices to ensure that students acquire relevant and applicable skills (Durff, & Carter, 2019).

The transition from traditional, lecture-based teaching to more interactive and student-centered learning approaches presents significant challenges for both educators and students. Adapting to interactive, student-centered models requires changes in teaching methodologies and classroom dynamics. For many educators, particularly those accustomed to conventional methods, embracing these new pedagogical strategies can be a complex and demanding process (Kane & Fichman, 2022).

Technological Integration and Digital Divide

Inequalities in digital access have become a significant global issue affecting various domains such as education, employment, race, and gender. The disparity in educational access between affluent and impoverished communities, urban and rural areas, and developed versus developing nations is growing. While the term "digital divide" is not new, its relevance has intensified with the proliferation of the Internet, which has highlighted the disparities between those with and without educational resources (Afzal, 2023). According to Cronin, the differences in computer ownership, information technology access, and Internet connectivity reveal deep-seated social stratification on both national and international scales. These differences provide a tangible representation of the divide between the "information rich" and the "information poor," emphasizing the issue of distributive injustice (Afzal, 2023).

The digital divide primarily refers to the inequalities in the use and access to digital technologies. Despite this, the discussion around the digital divide often focuses more on technological aspects rather than the broader socioeconomic issues it represents (Light, in Afzal, 2023). Understanding the root causes of this divide is crucial. Some argue that income, education, and geographic location are significant factors contributing to the digital divide, which separates those with computer access, skills, and Internet use from those without (Gaillard, in Afzal, 2023).

Cronin (in Afzal, 2023) suggests that the digital divide increasingly serves as a term to describe the social impacts of unequal access to information and communication technologies and the skills needed

to use them effectively. Access to computers and the Internet is becoming essential for full participation in economic, political, and social activities. Ensuring equitable access to online technologies is crucial for achieving fairness in the information economy, meeting government electronic service delivery goals, and leveraging economic opportunities provided by the digital age.

The digital divide underscores the disparities in technology and Internet access, which can impede the educational advancement of marginalized students. Addressing this issue necessitates comprehensive policy interventions and appropriate resource allocation. UNESCO emphasizes that ensuring equal access to education is a fundamental human right crucial for sustainable development and global peace (Jemeli & Fakandu, 2019). This objective was highlighted at the Millennium Development Summit in Dakar, where the focus was on achieving equity and high standards in education at both primary and secondary levels to bridge the gap between different socio-economic groups. Ensuring fair access to education, including cultural, linguistic, and economic needs, is increasingly important in a world marked by growing international interdependence.

Overall, the digital divide represents a significant social problem driven by unequal access to and use of information and communication technologies. It poses a threat to social and economic equity as well as to educational progress.

Curriculum and instructional alignment with emerging trends

Aligning curricula and instructional practices with emerging educational trends presents a significant challenge in contemporary education. As educational practices evolve to integrate new methodologies and technologies, it is essential that curricula and teaching strategies adapt to remain effective and relevant. This alignment requires that educational content and pedagogical methods reflect the latest research, technological advancements, and changing societal needs.

Instructional methods must shift to accommodate trends such as personalized learning and student-centered approaches. Traditional lecture-based teaching is increasingly being replaced by strategies that emphasize active learning, collaboration, and critical thinking (Hattie, 2015). These modern approaches necessitate instructional techniques that cater to various learning styles and promote student engagement. Effective professional development is vital for educators, as they need to master these new teaching strategies to implement them successfully (Darling-Hammond et al., 2017).

As curricula are updated, it is crucial to address issues of equity and inclusivity. Emerging educational

trends emphasize inclusive education, which aims to serve all students, including those from diverse backgrounds and with different abilities. Curricula and instructional practices must be designed to be accessible and meaningful for all learners (Slee, 2018). Applying principles of universal design for learning (UDL) can help ensure that educational content and methods are inclusive and supportive of a diverse student body (CAST, 2018).

Resistance to change among educators and administrators

The integration of new educational technologies in classrooms encounters significant resistance due to various external barriers, such as inadequate equipment and poor connectivity, which can render the use of these technologies impractical. Additionally, insufficient professional development and training impede teachers' ability to fully utilize new technologies. Successful adoption of technology requires more than initial training; it demands ongoing support from skilled professionals and additional funding. Moreover, technology developers must enhance user support to facilitate smoother implementation.

Williamson, Eynon, and Potter (2020) highlight the need to address educators' and administrators' reluctance to embrace new technologies and teaching methods. This resistance often stems from unfamiliarity with new tools, fear of the unknown, or contentment with existing practices. Targeted professional development and support are crucial in overcoming these challenges.

Inadequate professional development is a major barrier to the effective integration of technology in educational settings. Research by Ertmer et al. in Johnson, Jacovina, Russell, and Soto, (2016) identifies this gap as a primary obstacle to successful technology use in classrooms. As technology evolves rapidly, educators require continuous and updated training to keep pace with these changes.

The rapid advancement of technology means that tools and applications are frequently updated or improved. For teachers to integrate new technologies effectively, they need to continually update their skills and knowledge. Ongoing training is essential to ensure that educators not only remain familiar with the latest technological tools but also use them effectively to enhance teaching and learning (Johnson, Jacovina, Russell, & Soto, 2016). Without continuous professional development, teachers may struggle to fully leverage new technologies, thereby limiting their potential benefits.

Resistance to new educational technologies is often linked to a lack of confidence or familiarity with the tools. When teachers do not receive adequate training and support, they may be hesitant to adopt new technologies due to concerns about their effectiveness or fear of the unknown. Effective professional

development programs can address these issues by providing practical training, hands-on experience, and ongoing support. Creating a supportive environment where teachers can ask questions, experiment, and receive feedback is crucial for reducing resistance and promoting the adoption of technological innovations (Johnson et al., 2016).

Inadequate professional development can lead to various issues, such as underutilization of technological resources, inefficient use of educational tools, and misalignment between technology and instructional goals. Without sufficient training, teachers may struggle to integrate technology into their lessons in a way that aligns with educational objectives, potentially diminishing the impact of technology on student learning and engagement (Ertmer et al., as cited in Johnson et al., 2016).

One of theologies is overcoming resistance due to external barriers like insufficient equipment and connectivity. Without adequate resources, such as computers and reliable internet access, the implementation of educational technology becomes impractical. Additionally, effective training and professional development are crucial for helping teachers utilize new technologies effectively. The process of adopting new technologies requires more than brief training sessions; ongoing support from trained professionals and additional funding are essential. Technology creators also need to enhance user support to facilitate smoother adoption. The availability of high-quality support and resources significantly influences teachers' willingness to adopt new technologies.

Despite growing confidence among teachers in using existing classroom technologies, the continuous advancement of technology necessitates regular professional development to keep their skills up-to-date. The rapid evolution of technology requires that educators receive ongoing training to effectively integrate new tools and methods. Without adequate professional development, teachers may struggle to use new technologies effectively.

Research by Ertmer et al. identifies insufficient professional development and training as major barriers to effective technology integration in classrooms. Although teachers may feel more confident with current technologies, the constant development of new tools requires ongoing training to maintain this confidence. Even if a school employs technologically proficient teachers, ongoing professional development remains essential to keep up with emerging technologies. Without adequate resources for continuous training, schools and districts are likely to encounter significant challenges in technology integration. External barriers such as insufficient equipment or connectivity further complicate this process, making the use of educational technology impractical in some cases.

Teachers' beliefs about educational technology play a crucial role in their attitudes toward its integration. Negative perceptions can hinder efforts to incorporate educational technology into teaching and learning activities (Hargreaves & Shirley, in Okoye & Okwo, 2019). According to Okwo (2019), three key factors influence teachers' decisions about technology integration: school culture, individual confidence in using technology, and beliefs about technology's role in teaching. A lack of leadership support, an undeveloped shared vision, and insufficient technical or pedagogical support can signal to teachers that technology integration is not a priority. The alignment between school values and teachers' values is essential for successful integration (Sipilä, 2014).

Additionally, teachers' competence, both pedagogical and technological, impacts their ability to effectively integrate educational technology. Research by Almekhlafi and Almeqdadi (in Okoye & Okwo, 2019) indicates that older teachers may have less competence in integrating technology, highlighting the need for comprehensive training that addresses both technological skills and pedagogical strategies to effectively use educational technology in diverse teaching environments.

Ensuring equitable access to resources and opportunities

In the realm of emerging educational trends, one major challenge is ensuring fair access to resources and opportunities. As technology becomes increasingly integrated into education, disparities in access, often referred to as the digital divide, create significant obstacles. Variations in the availability of essential devices, high-speed internet, and digital literacy training result in uneven educational experiences and outcomes among students.

Students from low-income backgrounds and underserved communities frequently face difficulties accessing the technology necessary for digital learning, which hampers their full participation in these environments. This lack of access not only exacerbates existing educational inequalities but also limits the benefits of modern educational practices (Moore et al., 2018). Moreover, the fast pace of technological advancement means that even when students have access to devices and the internet, they may lack the skills needed to use these tools effectively. This deficiency in digital literacy further intensifies the divide, as students without sufficient training are unable to fully utilize available online educational resources (Means et al., 2014).

Addressing equitable access to educational resources involves a multifaceted approach, which includes not only providing necessary technology but also ensuring that students have the requisite skills and support to use these tools effectively.

Policy and Regulatory Adaptations:

As educational technology evolves rapidly, there is an increasing need for policy and regulatory adaptations to support the integration of new technologies and teaching methods. Educational policies and regulations must evolve to address the challenges and opportunities presented by these advancements, ensuring that innovation is promoted while maintaining educational standards (Jones & Alony, 2021).

Current regulatory frameworks often fall behind the speed of technological progress, leading to difficulties for educational institutions in implementing new tools and practices effectively. This misalignment can result in uncertainty and inconsistency in the adoption and use of technology within educational settings. Policies must be adaptable to emerging trends while providing clear guidelines that maintain educational quality and equity.

Additionally, there is a need for comprehensive policies that tackle issues such as data privacy, cybersecurity, and the ethical use of technology in education. These policies should safeguard students and educators while fostering an environment conducive to innovation and growth. The challenge is to create a regulatory framework that balances these concerns, ensuring that technological integration enhances learning without compromising standards or security.

Evolving Educational Policies

The incorporation of new technologies in education calls for updates to the policies that govern their use. Traditional educational policies often fall short in addressing the complexities introduced by digital tools, online learning environments, and data management systems. To address these issues effectively, policymakers need to create and enforce updated regulations that reflect the evolving nature of educational technology. For instance, new policies may need to focus on aspects such as funding for technological infrastructure, standards for digital content, and guidelines for implementing technology-enhanced teaching practices.

Recent research underscores the need to align educational policies with technological progress. Jones and Alony (2021) argue that the digital transformation of education necessitates a thorough review of current policies to ensure they facilitate innovation and address new challenges. This might include revising curriculum standards, updating assessment methods, and enhancing professional development programs to ensure that new technologies are effectively integrated into the educational system.

Maintaining Educational Standards

As educational policies adapt to incorporate new technologies, it is crucial to ensure that these

advancements do not undermine the quality of education. Policies should carefully balance fostering innovation with upholding rigorous academic standards. This entails establishing clear guidelines for technology use in classrooms, ensuring that digital tools enhance rather than detract from the learning experience.

Educational standards are vital for preserving the effectiveness and integrity of the educational system. The swift integration of new technologies can sometimes lead to misuse or overreliance, potentially overshadowing traditional, proven teaching methods. It is important for policies to clearly outline when and how technology should be employed to support learning goals (Liu et al., 2017).

Additionally, educators must receive comprehensive training to use technology in ways that complement and enhance conventional teaching practices. Professional development programs should focus on effective strategies for integrating digital tools into education, ensuring that teachers are capable of utilizing these technologies to improve learning outcomes without compromising educational quality (Kimmons et al., 2018).

Ensuring that educational standards are maintained amidst rapid technological changes requires a thoughtful approach to policy-making and practice, ensuring that all students benefit from a high-quality education that prepares them for future challenges.

Managing Data Privacy and Security

As educational institutions increasingly incorporate digital tools, managing data privacy and security has become a pressing concern. It is essential for these institutions to establish robust measures to safeguard student information and comply with relevant privacy regulations. According to Schaffhauser and Nagel (2020), the expansion of big data in education introduces significant challenges in protecting personal information. Policies must encompass data protection laws, secure storage practices, and procedures for handling sensitive information to build trust and ensure the security of students' data.

Effective management of student data in digital learning environments requires stringent measures to uphold privacy and adhere to regulatory standards. The growing use of digital technologies in education brings to light critical issues regarding data security (Harris & Bowers, 2022). Parents and privacy advocates have raised concerns about the accessibility of such data by third parties. These concerns often focus on what data is collected, how it is stored, and who has access to it (Zeide, 2014).

A significant privacy concern is the potential misuse of student data, which could negatively affect students' future educational and employment opportunities. For instance, records of students' negative behaviors or poor academic performance could be used

to stigmatize them or impact their future prospects (Zeide, 2014). This concern is heightened for students with disabilities due to the sensitive nature of the data collected, which might include information about their challenges or disciplinary issues.

Another issue related to data privacy is the risk that collected data could be accessed by unauthorized parties or used for non-educational purposes, such as by hackers or commercial marketers (Kamenetz, 2014; Krueger & Moore, 2015a; Singer, 2014). Without proper safeguards, there is a risk that the benefits of digital student data collection could be undermined, and research efforts might be compromised. Ensuring robust data protection measures is crucial for leveraging the advantages of digital tools while maintaining student privacy and security.

6. SUGGESTIONS FOR ADDRESSING CHALLENGES IN EDUCATIONAL CONTROL AND EMERGING TRENDS

Addressing the complex challenges faced by modern education systems requires a multifaceted approach that encompasses aligning curriculum and pedagogy, bridging the digital divide, and adapting policies to support innovation. As educational institutions navigate these issues, it is essential to provide practical solutions that foster an inclusive and dynamic learning environment.

The following are suggested solutions:

6.1. Aligning Content and Pedagogy

- Conduct regular curriculum reviews to ensure alignment with current teaching methodologies.
- Provide professional development programs for teachers to equip them with modern pedagogical skills.
- Encourage collaboration between curriculum developers and educators to create content that enhances student engagement and learning outcomes.

6.2. Technological Integration and Digital Divide

- Invest in infrastructure to provide all students with access to reliable internet and digital devices.
- Develop community partnerships to offer low-cost or free technology solutions for underprivileged students.
- Implement training programs for teachers and students to improve digital literacy skills.

6.3. Curriculum and Instructional Alignment with Emerging Trends

- Integrate contemporary issues and emerging trends into the curriculum to make learning more relevant and engaging.
- Foster a flexible curriculum that can adapt quickly to changes in educational trends and societal needs.
- Encourage project-based learning and interdisciplinary approaches to education.

6.4. Resistance to Change Among Educators and Administrators

- Create a culture of continuous improvement and innovation within educational institutions.
- Involve educators and administrators in the decision-making process to increase buy-in and reduce resistance.
- Provide clear evidence of the benefits of new approaches through pilot programs and success stories.

6.5. Ensuring Equitable Access to Resources and Opportunities

- Implement policies that guarantee equal access to educational resources regardless of socio-economic status.
- Use data to identify and support students who are at a disadvantage.
- Promote inclusive education practices that cater to the needs of all students, including those with disabilities.

6.6. Policy and Regulatory Adaptations

- Update educational policies and regulations to support innovative teaching methods and technological advancements.
- Ensure that policies are flexible enough to adapt to rapid changes in the educational landscape.
- Engage stakeholders, including educators, policymakers, and the community, in the policy-making process to ensure comprehensive and effective regulations.

6.7. Managing Data Privacy and Security in Digital Education

- Establish clear guidelines and protocols for data privacy and security in educational institutions.
- Provide training for staff and students on the importance of data privacy and best practices for protecting personal information.
- Regularly audit and update security measures to protect against emerging threats and vulnerabilities.

By implementing these suggestions, educational institutions can create a more dynamic, inclusive, and secure learning environment that harnesses the benefits of emerging trends and technologies.

7. CONCLUSION

To address the issues of educational control while also embracing changing developments, a multidimensional approach is required. Educational institutions can foster a more adaptive and inclusive learning environment by prioritizing content and pedagogy, teacher development, standardization, technological integration, and equitable access.

Implementing the principles allows educational institutions to stimulate innovation while maintaining high standards and ensuring that all students benefit

from technological advances in education. To ensure that all students benefit from educational achievements, policymakers and educators must collaborate to put these improvements into action.

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