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IMPACT OF DIGITALIZATION FOR ACHIEVING SDG- 4 ON UPPER BASIC II STUDENTS, MAKURDI LGA, BENUE- NIGERIA.

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Abstract

The study investigated the impact of digitalization for achieving SDG- 4 (Quality Education) on Upper Basic II Social Studies students in Makurdi Local Government Area, Benue State, Nigeria. Two research questions guided the study. Quasi-Experimental design of Pre-test and Post-test was used. The population consisted of 285 students, with 148 females and 137 males. A sample of 75 students with 32 in the experimental and 43 in the control group was selected. The instrument for data collection was the Social Studies Performance Test (SSPT). Mean and Standard deviation were used to answer the two research questions. Findings revealed a significant difference in the mean academic performance of Upper Basic II students taught Social Studies with Closed Circuit Television Camera (CCTV) over those taught without CCTV. The females perform better than the male students when the same teaching method is applied. The study concluded that since upper Basic II Social Studies students taught with a CCTV camera performed better than their counterparts, and that females performed better than male students when the same method was applied. This implies that the use of digital technology – CCTV through monitoring Social Studies teachers in class will help in achieving SDGs 4 in Social Studies during curriculum implementation. The study recommended that CCTV cameras should be mounted in upper basic schools by the government to monitor Social Studies teaching towards impacting quality education to students, hence those who were taught using CCTV perform better and that Social Studies teachers should ensure that they use teaching methods and evaluations that address gender differences for quality education.

Keywords: Digitalization, Social Studies, Curriculum Implementation, SDGs-4, Male and Female Upper Basic II Students

Introduction

The coming together of many world leaders in September 2015 under the umbrella of the United Nations birthed a fresh set of commitments termed Sustainable Development Goals (SDGs), which aim at ending poverty, securing the planet and ensuring prosperity for all by 2030, with 17 major goals called SDGs, among which goal 4 stresses quality education. Quality is the term that everyone and every sector aspires to achieve, starting from the household to the general public and especially the educational sector.

Quality has to do with a set of procedures for checking that goals are set and met. It is an amorphous concept that is sometimes used interchangeably with standards relating to a minimum threshold by which performance is judged (Okoh & Enegebe, 2019) and when applied to education, it is termed quality in education. SDG 4, among the 17 Sustainable Development Goals, ensures inclusive and equitable quality education that has to cut across all learners, including males and females, Upper Basic II Students in Makurdi Local Government of Benue State, Nigeria.

Quality in education consists of efficiency, equity and effectiveness, which all stakeholders in education are expected to see in the product of education, especially in Nigeria (Kanu, 2024, Wilfred-Bonse, Agahiu and Galu, 2020). It can be termed the product of education that has achieved what it is expected to achieve. Adi and Yaro (2018) argued that education is termed qualitative under certain conditions which includes: if learners exhibit the expected competence to resolve relevant problems and carryout tasks that are designed for their educational and age levels, if the teaching-learning resources are available in the right quantity at the right time for the right caliber of children and are used adequately, correctly and effectively by the teachers, when teachers are qualified for teaching and are competent as well as efficient in the delivery system, if the societal problems are effectively and efficiently addressed and tackled by the school and if the efficient performance of school children in continuous and final assessments is with little or no recourse on the part of both students and teachers to some forms of cheating behaviours or examination malpractice to make up for deficiencies in learning and teaching. In other words, quality education consists of the measurement of standard of education as compare to other parameters that surround teaching and learning as indicated by Ishaya (2018) which consist of how learning is organized and managed by the teacher, what the content of learning is, that is the curriculum content to be covered by the teacher, what level is achieved, what it leads to in terms of outcomes and what takes place in the learning environment.

Wilfred-Bonse, Agahiu and Galu stress that UNICEF (2000) gave a comprehensive definition of quality education to include:

- a. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families.
- b. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- c. Content that is reflected in relevant curriculum and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, knowledge in such areas as gender (as also highlighted in this study), health, nutrition, HIV/AIDS prevention and peace.
- d. Processes through which trained teachers used child –centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. More especially, disparities that are in contrast with SDGs 4 and 5 of ensuring inclusive and equitable quality education and gender equality, as indicated in this paper.
- e. Outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society, in line with what Owanenoh and Akoja (2024) stated, that whatever you expect in the society, you insert in the school; if you desire

an honest society, you teach honesty in the school, and in the case of this paper if you want to achieve quality education as indicated in SDGs 4 among male and female students gender without disparities as in SDG 5 you teach it in school; that the school is produced by the society, hence the school is the mirror of the society; and that the society is changed by the school.

The school can only achieve this through its curriculum, which consists of everything taught in and outside the classroom that is planned, guided and directed by the school (Wilfred-Bonse, Garba & Tsebee, 2024). Social studies is one of the core curriculum disciplines that schools can use to achieve SDG 4 goal, that is, inculcating quality education during curriculum implementation to male and female students of Upper Basic II in Makurdi Local Government Area of Benue State, if properly and adequately taught as a core subject to exist in the society and make an impact in it. Gbinde, Ijuo and Azenda (2024) stressed that Social Studies, if effectively taught, has the potential to influence the intellectual, social development and personal growth of youth, which are ingredients of quality education. This is because Social Studies deals with man and his environment and the curriculum is designed to inculcate in the learner the knowledge, attitude and skills needed for wholesome existence in society. The statement made by Gbinde, Ijuo and Azenda indicates that the implementers of the social studies curriculum, who are the teachers, are not adequately implementing the curriculum the way it is expected to be implemented in the classroom during the teaching process and that calls for concern to monitor and improve the teaching and learning process.

In some schools, for instance, it is observed that non-specialists in Social Studies are given the subject to handle with the notion that Social Studies concepts and generalization as interdisciplinary subject are co-opted from social sciences, arts and humanities, which include history, geography, economics, sociology and so on (Nokshwan, Nwanan & Polmi, 2024), which are part of their subject areas. These non-specialists cannot handle the subject due to the integrative nature of the discipline. Utulu (2016) also added that the same cannot evaluate the subject to cover the cognitive, affective and psychomotor aspects of learning during evaluation, which will impact quality education in the learners. Even the specialist in Social Studies if not adequately monitored during teaching, can adopt the same method of evaluation out of laziness and sometimes may be totally absent during the lesson period.

In line with this, Utulu noted that evaluation in most schools is based on the fragmented, separate disciplines that make up Social Studies rather than the integrative, holistic patterns for which Social Studies is known, and that the evaluation strategies sometimes negate the objective of Social Studies by emphasizing only the cognitive and neglecting the affective domains. The author further stressed that other types of evaluation strategies outside the classroom test and assignments, are also not utilized to ensure attitudinal change. This is a serious concern and calls for proper monitoring of the teachers in the classroom during curriculum implementation if quality is to be ensured.

The monitoring could be in the form of adoption of digital technology (digitalization), such as the usage of Closed-Circuit Television cameras, drones, and biometric attendance machines, among others, to monitor and check the teaching process of teachers during the implementation of Social Studies towards imparting quality education to male and female Upper Basic II Students in Makurdi Local Government of Benue State. Digitalization simply means a digital transformation process that involves the integration of digital technologies such as biometric attendance machines, drone monitoring machines, Closed Circuit Television (CCTV) Cameras, among others, into all spheres of a business endeavour, leading to changes in the way business operates and delivers value to the customers.

Digitalization has to do with applying digital technology, systems of insight, and systems of engagement with data and processes that have been digitalized. It is the process of integrating digital tools and technologies into many corporate, social, and everyday domains. Digitalization comprises transforming manual or analogue systems, procedures, and data into digital formats in order to improve efficiency, accessibility and connection. The process of integrating digital tools, technologies, and practices into various aspects of society and organizations, including the educational sector, is referred to as "digitalization." It comprises converting analogue systems, processes, and data into digital ones.

Borisenkov et al. (2021) opined that digitalization in education is the utilization of a variety of approaches for the transitioning of conventional modes of teaching and learning to the virtual world, including giving assignments, taking attendance in class, among others. The digitalization of education is essential because it gives students and teachers new possibilities and disrupts traditional learning methodologies (Wilfred-Bonse, Agahiu & Galu, 2020). Such digital technologies as earlier indicated can be Biometric Attendance Machine, CCTV cameras, drones, and so on and these can be integrated into the educational sector to ensure quality in education.

CCTV, Computerized biometric employee clocking system among other related digital device have the advantages of dealing with attendance timing, identification of persons, as well as payroll computation and also to ensure a more accurate staff attendance records, eliminating the possibility of some staff members especially teachers clocking in and out for their colleagues, an authentic identification of workers and more accurate payroll computation for staff members, which results in a positive and productive set of workers (Shehu & Dika, 2011). CCTV has the advantage of capturing staff who are present at their working place, especially teachers, in this case Social Studies teachers who attend classes and their teaching process in class, including the methodology and evaluation techniques they adopt during teaching in class. All these technologies have been noted to have a positive influence and improve job performance because of the way they capture and expose what occurs in organizational setups, including educational setups.

Globally, schools at all levels that have adopted the usage of such technologies have recorded positive results in inculcating quality education in their students. However, it has also been noted that such methods, rather than improving the efficiency of school staff, prove abortive in some schools. One wonders if the application of the same technologies, especially CCTV cameras, in teaching male and female Upper Basic II Students in Makurdi Local Government of Benue State will result in achieving quality education during Social Studies curriculum implementation. This study therefore, investigates the impact of Digitalization on Social Studies Curriculum Implementation Towards Achieving SDG- 4 among Male and Female Upper Basic II Students in Makurdi Local Government of Benue State, Nigeria.

Purpose of the study

The main purpose of the study is to investigate the impact of digitalization on achieving SDG 4 on Upper Basic II Students in Makurdi Local Government Area of Benue. Specifically, the study seeks to:

- i Examine the impact of Closed-circuit Television camera as digital technology on the academic performance of Upper Basic II Social Studies students taught Social Studies and those taught without CCTV camera in Makurdi Local Government Area of Benue State.
- ii Ascertain the impact of Closed-circuit Television camera as digital technology on the academic performance of Upper Basic II Social Studies students taught Social Studies in Makurdi L.G.A of Benue.

Research Questions

In line with each specific objective, the following research questions guided the study.

- i What is the impact on academic performance of Upper Basic II Social Studies Students taught Social Studies using CCTV camera as digital technology and those taught without CCTV camera in Makurdi Local Government Area of Benue State?
- ii What is the impact of CCTV cameras as digital technology on the academic performance of male and female Upper Basic II Social Studies students taught Social Studies in Makurdi Local Government Area?

Literature Review

Concept of Digitalization

Digitalization has to do with applying digital technology, systems of insight, and systems of engagement with data and processes that have been digitalized. It involves converting analogue systems, processes, and data into digital ones. The process of integrating digital tools, technologies, and practices into various aspects of society and organizations, especially the educational setup, is referred to as "digitalization.

The digitalization of education is essential because it gives not only students and teachers but the educational setup in general, new possibilities and disrupts traditional learning methodologies (Wilfred-Bonse, Agahiu & Galu, 2020) obtainable in the traditional educational setup. Gbinde, Ijuo and Azenda (2024) view it as an interactive instructional technique whereby a technological tool or gadget, such as a computer, is used to monitor the learning that takes place. Such technological tool can be Computerized biometric employee clocking system that tackles the issue of attendance timing, identification of persons and also to ensure a more accurate staff attendance records, eliminating the possibility of some staff members especially teachers clocking in and out for their colleagues, an authentic identification of staff which results in a positive and productive set of workers (Shehu & Dika, 2011) as earlier stated. CCTV and drones also have the advantage of capturing staff who are present at their working place, especially staff such as Social Studies teachers, in line with this study. Borisenkov et al. (2021), also stated that digitalization in education is the utilization of a variety of approaches for the transitioning of conventional modes of teaching and learning to the virtual world, including giving assignments, taking attendance to class, among others. In this case, teachers' attendance is in line with this study.

Impact of Digitalization on Social Studies Curriculum Implementation Towards Achieving SDG-4

Across the globe, various modalities and advances are invented and widely used in the quest to speed up businesses, especially in educational matters during curriculum implementation. The process of putting all that has been planned as a curriculum document into practice in the classroom through the combined effort of teachers and others concerned with educational progress is regarded as curriculum implementation (Wilfred-Bonse 2018), as earlier stated. SDG 4, as earlier stated, is among the 17 Sustainable Development Goals for quality education that ensures inclusive and equitable quality education. This has to cut across males and females, Upper Basic II, Makurdi Local Government Area, Benue State, Nigeria.

The utilization of new innovations in the form of digital technology and frameworks other than manual exercises has proven to work effectively in some places during curriculum implementation, making tasks less stressful for schools in achieving quality, especially in implementing Social Studies curriculum and results in more reliable outcomes that yield quality in education. One wonders if the same will be applicable in implementing the Social Studies curriculum among males

and females in Upper Basic II, Makurdi local Government Area, Benue State, hence the need to carry out this study.

In the 21st century, schools need to pay attention to attendance tracking and monitoring for their staff during curriculum implementation. This is because monitoring of attendance is believed to be a vital component with regard to aiding the security of staff as well as their effective performance (Thakkar, 2015) if the curriculum is implemented successfully. Thus, if Social Studies is implemented successfully to achieve the SDG 4 goal of imparting quality education in students, it is pertinent that the management of school staff be taken into consideration during the utilization of digital technology - CCTV for curriculum implementation. In order to ensure the effective management of school staff, it has become vital to consider the inclusion of digitalization, which entails monitoring of staff attendance, evaluation of staff performance, as well as an effective communication network in the school organization during the Social Studies curriculum implementation process.

There are several and numerous benefits of digitalization that can be imparted on Social Studies educational delivery, especially in this time and age where the world is a global village. However, many educational setups across all levels experience the challenge of utilizing digitalization effectively with regard to school staff management, especially in the aspect of power supply and other issues.

Brennen & Kreiss (2016) stress that digitalization is the process of maximizing digital technologies to transform business models, organizational activities, and societal operations, thereby improving efficiency, productivity, and user experiences. In other words, the author emphasizes that digitalization, such as utilizing biometric attendance, CCTV cameras, and drones, can improve the efficiency of school staff, especially Social Studies teachers in Upper Basic II, Makurdi local Government Area. In line with this, Wilfred-Bonse, Agahiu and Galu (2020), Bakwaph & Tor (2022) and Amaefuna & Bakwaph (2018) noted that since digital technology helps teachers with computer-assisted learning, education quality has increased.

Digitalization has left its mark on all facets of education, affecting the administrative and educational spheres in equal measure towards ensuring quality in education. Its scope goes beyond education to include an all-encompassing E-smart strategy that coordinates various management requirements, including monitoring teachers' attendance. This thorough integration into the educational system drives the complex "knowledge production" cycle forward and can have a significant impact on institutional efficacy for achieving the goal of SDGs 4- quality education if utilized to checkmate Social Studies teachers during the curriculum implementation in Upper Basic II, Makurdi local Government Area, Benue State.

Theoretical Framework

This research work is anchored on Gilster's theory of digital literacy.

Gilster (1997) Theory of Digital Learning

Gilster (1997) defined digital literacy as the ability to properly utilize and evaluate digital resource tools, the ability to understand information and, more importantly, to evaluate and integrate information in multiple formats.

The foundational statement and general conclusion of Gilster's theory is that digital literacy is the ability to effectively communicate in digital environments using digital tools; the communication involves teaching social studies under the watch of digital technology (CCTV) for effectiveness, efficiency and quality in class: it is about interrogating the social context that facilitates a communicative act. This view of learning constitutes a foundation for utilizing, evaluating,

understanding and communicating on the efficiency and the quality of work done using digital tools. The educational implication of this theory is that teaching should be evaluated using digital tools/technologies such as biometric attendance, CCTV cameras, and drones, among others, for communication in classrooms within the school environment to ensure that the implementers of the curriculum adequately implement the curriculum for quality in education. Classroom application of Gilster's theory of digital learning supports the use of digital tools/technologies (CCTV) camera in teaching and learning, which the implementation of the Social Studies curriculum for achieving SDGs 4 – quality education in male and female Social Studies students is expected to be at Upper Basic II, Makurdi Local Government Area, Benue State, Nigeria.

Empirical Studies

Ode (2018) carried out an investigation on the effects that computer-assisted instruction in collaboration with conventional instruction methods would have on secondary school students' academic achievement in government as a subject in Delta State. One null hypothesis was formulated and tested at a 0.05 level of significance. A 25-item teacher-made Government Achievement Test, which was validated with a reliability index of 0.86, was used as an instrument for data collection. The post –test only experimental design was adopted for the study. A purposive sample of 100 senior secondary students, divided into two groups, which consist of an experimental and control group, with each of the groups containing 50 students, was investigated. Each group was taught government for eight weeks using CAI programmed packages for the experimental group and a conventional instruction method for the control group. After the eight weeks had elapsed, a post-test was administered to the students to determine if there was a difference in academic achievement between the two groups. From the analysis of the data using mean and t-test, the results showed that students taught government using computer-assisted instruction significantly performed better than students taught government using conventional instruction methods.

The recommendations made in the study, among others, include that the government should not hesitate to fully introduce and implement computer-assisted instruction in Nigerian secondary schools to enhance the quality of learning and teaching of government as a subject and all other subjects. The study is related to the present study because both are directed to the effect that digital technology will have on teaching and learning while the study focuses on the effect it will have on students learning achievement in government the present study addresses it effect on the teaching of Social Studies for is efficiency towards achieving SDGs 4 - quality education among males and female students as gap filled by the present study.

Uthman and Yunusa (2021) carried out a study to investigate the effect of computer-assisted instruction (CAI) on the teaching of self-reliance skills for sustainable entrepreneurship development amongst undergraduate Social Studies students in Kaduna State, Nigeria. Three research objectives, questions and null hypotheses guided the study. A quasi-experimental research design was used for the study. The Self-Reliance Skills Performance Test (SERSIT) was used to collect the data. Mean, Standard deviation, t-test and two-way ANOVA statistics were employed. The findings of the study indicated a significant difference between the mean academic performance and retention scores of undergraduate students taught self –reliance skills with CAI and those taught with the conventional way of teaching. No significant difference was found between the mean academic performance scores of undergraduate students taught self-reliance skills with CAI in relation to gender and ownership.

Among the recommendations made based on the findings was that subsequent curriculum review in Social Studies should accommodate the dynamism of CAI at all levels. The study is related to the present study because both studies focuses on the use of technology for teaching and learning Social Studies whereas the study focuses on the teaching of self-reliance skills using CAI for sustainable

entrepreneurship development among undergraduates students in Kaduna State the present study focuses on implementing Social Studies curriculum using digital technology such as CCTV camera for achieving SDGs 4 –quality education among male and female students in Makurdi local Government Area as a gap filled by the present study.

Methodology

Quasi- experimental design was adopted in conducting the study. The design was suitable because it involves the use of a pre-test and post- test non-randomized control group. The population of the study was all the Upper Basic II students in Makurdi Local Government Area of Benue State, making the total of 285, of which males were 137 and females were 148. Upper Basic II students in the Makurdi Local Government Area of Benue State were studied during this period of this study. 75 students were selected as samples for the study using a multi-stage sampling procedure, which involves, at the first step, the usage of stratified random sampling techniques to select two schools. At the second stage, the simple random sampling technique was used to sample two intact classes. Out of the 75 students, 32 were used in the experimental class while 43 were used in the control group. From the two schools selected, the study aims to find out the state of digital technology-assisted learning and students' level of academic performance in the attainment of quality in the Social Studies class. The instrument used for data collection was the Social Studies Performance Test (SSPT) covering the three domains of learning: knowledge, affective and psychomotor domains. The instrument was 20 items containing A – D options for students to choose. The instrument was subjected to face and content validation by three experts, two from Social Studies and one from Measurement and Evaluation, all in the Faculty of Education, Veritas University, Abuja. The logical validity index obtained was 0.88. Mean and standard deviation were employed to answer research questions.

Interpretation and Analysis of Results

Research Question 1: What is the impact of CCTV camera - digital technology on the academic performance of Upper Basic II Social Studies Students taught Social Studies using and those taught without CCTV cameras in Makurdi Local Government Area of Benue State?

Table 1: Mean and Standard Deviation scores on the impact of digital technology on the academic performance of Upper Basic II Social Studies Students taught Social Studies and those taught without Digital Technology – CCTV camera in Makurdi Local Government Area of Benue State.

Group	Pre-test		Post-test		Mean
	Mean	Std. Dev	Mean	Std- Dev	
Experimental (32)	23.62	9.62	37.69	11.69	14.07
Control (43)	21.56	7.16	31.63	10.55	10.07
Mean					4.00

Table 1 shows the mean and standard Deviation scores on the academic performance of Upper Basic II Social Studies students taught Social Studies using digital technology – CCTV camera and those taught without digital technology – CCTV camera in Makurdi Local Government Area of Benue State. The result showed a mean of 4.00 against the control group. This result implies that those Social Studies students taught Social Studies using digital technology – CCTV camera performed better than those taught without using digital technology – CCTV camera.

Research Question 2: What is the impact of CCTV camera - digital technology on the academic performance of male and female Upper Basic II Social Studies students taught Social Studies in Makurdi Local Government Area?

Table 2: Mean and Standard Deviation impact of digital technology – CCTV camera on Academic Performance of Male and Female Upper Basic 11 Social Studies students taught Social Studies using.

Group	Pre-test		Post – test		Mean
	Mean	Std. Dev.	Mean	Std. Dev.	
Female (16)	20.69	6.39	36.50	10.28	15.81
Male (15)	26.56	11.50	38.88	13.18	12.32
Mean					3.49

Table 2 shows the mean and standard deviation of the impact of digital technology – CCTV on the academic performance of female and male upper basic II Social Studies students taught Social Studies. The result reveals a mean of 3.49 in favour of female students. The implication of the result is that female social studies students in the experimental study performed better than their male counterparts.

Discussion

The study based on the interpretation of the result found that there was a significant impact of digital technology – CCTV camera on the academic performance of upper basic II Social Studies students taught Social Studies and those taught without digital technology – CCTV in Makurdi Local Government Area of Benue State. The mean of 4.00 was against the control group. This is in agreement with the statement of Amaefuna & Bakwaph (2018) that because digital technology helps teachers with computer-assisted learning, education quality has increased and in agreement with the result of Gbinde, Ijuo and Azenda (2024) that students taught Social Studies using computer-aided instruction performed better than those who were taught without the use of a computer system.

The study also found that significant differences exist in the mean academic performance of upper basic II male and female Social Studies students taught in Social Studies using digital technology – CCTV camera in Makurdi Local Government Area. The mean difference of 3.49 in favour of female students over the male students was recorded. This finding is in contrast with the finding of Uthman and Yunusa (2021), who were not in agreement that a significant difference was found between the mean academic performance scores of undergraduate students taught self-reliance skills using Computer-Assisted Instruction in relation to gender.

The use of closed circuit television cameras highlighted the potential benefits of CCTV cameras in promoting discipline, safety, and classroom management, prevents crime, as well as concerns related to privacy, autonomy, trust, student motivation, engagement, critical thinking skills, and classroom dynamics; thus having revealing the effect of closed circuit television cameras on improving teachers efficiency towards impacting quality learning in Social Studies students during Social Studies curriculum implementation in classroom. The cameras are often placed at strategic places in the school, including the entrances, walkways, hallways, stairways, and classrooms. The cameras help in monitoring and ensuring that all staff members carry out their responsibilities efficiently and effectively for quality in educational delivery. Amaefuna & Bakwaph (2018) earlier observed that since digital technology helps teachers with computer-assisted learning, education quality has increased.

Conclusion

Based on the findings, it was concluded that Upper Basic 11 Social Studies students who were taught Social Studies with digital technology – CCTV camera performed better than their counterparts who were taught without and there was a significant difference between the mean performance of female and male Upper Basic II Social Studies Students taught Social Studies with digital technology – CCTV. This implies that the use of digital technology – CCTV through monitoring Social Studies teachers in class helps to improve efficiency in curriculum implementation in class towards achieving SDG 4- quality education in Social Studies.

Recommendations

Based on the findings, the following recommendations were made:

- i, Digital technology – CCTV camera should be mounted in upper basic schools by government especially in classrooms to monitor Social Studies teaching for effectiveness and efficiency towards impacting quality education to students, hence those who were taught using digital technology – CCTV perform better.
- ii, Social Studies teachers in their teaching should ensure that they use methods of teaching and evaluation techniques that will attend to various learning needs of both female and male students, towards giving them equal opportunity in learning and imparting quality education to them.
- iii Since Digital technology – CCTV camera has been proving to be efficient in monitoring Upper Basic Social Studies teachers to achieve quality education-SDGs 4 during curriculum implementation, it should be adopted by various schools for curriculum implementation of other subjects across all levels of education for the achievement of the same SDGs global goal.

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