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Abstract
National Security has been a serious issue in Nigeria. The nation is faced with a host of complex security challenges, ranging from violent extremism and insurgency to piracy, kidnapping for ransom, herdsmen menace, attacks on oil infrastructure, drug trafficking, organized crime, etc. Several efforts have been made by national security agencies to provide effective and enduring security mechanisms, yet, the problem of national insecurity has remained unabated. This study examined the utilization of Science Education for promoting National security in Nigeria. Two research questions and two hypotheses guided the study. The study adopted case study research design. The population comprised 322 students of the School of Sciences of Ebonyi State College of Education Ikwo. The entire population was used for the study. The instrument used for quantitative data collection was a researcher-made structured questionnaire which was validated by three experts in Science Education. The reliability of the instrument was determined using Cronbach Alpha reliability estimate with overall index of 0.77. The research questions were answered using mean with standard deviation while the hypotheses were tested using t-test. The study found that Science Education can effectively be utilized (X = 3.78) in promoting National security in Nigeria. The study also identified some factors such as inadequate funding, lack of well-equipped science laboratories, among others (X = 3.89) that hinder effective utilization of Science Education for promoting National security in Nigeria. The researcher recommended among other things that Science Education should be given priority in the National education policy so as to enhance National security in Nigeria.

Keywords: Gender, Insecurity, National security, Security, Science Education

Introduction
National security according to Okene (2011) is the ability of a nation to protect and develop herself, promote her cherished interest, legitimate values and enhance the standard of living and the well being of her citizens, guests and visitors. Continuing, Okene added that National security is the absence of those tendencies which could undermine internal cohesion and corporate existence of the states of a nation. It is also the ability of a nation to maintain all vital institutions for
the promotion of her core values, socio-political and economic objectives, as well as meet the legitimate aspirations of the people. However, recent happenings in the nation have shown that National security is in jeopardy. Nigeria as a nation is presently facing severe security challenges that are threatening the corporate existence and stability of the country. This is evident in the wake of the increasing terrorism, violent extremism, insurgency, piracy, kidnapping, armed robbery, organized crime, cultism, political thuggery, ethnic and religious clashes, Fulani herdsmen killings, etc. The level of insecurity in the country is on the increase despite the huge sums of money budgeted on yearly basis as security votes by the three tiers of government. The resultant effect of this state of insecurity is that, the country now suffers from a lot of brain drains of intellectuals who drift to other more peaceful and secure countries. Unfortunately, several efforts have been made by national security agencies to provide effective and enduring security mechanism, yet, the problem of national insecurity has remained unabated (Okenyodo 2016). The security challenges being experienced in the country presently, requires all and sundry to be more proactive on issues of National security so as to curb the dangerous situation that is ravaging the nation. Some of these security challenges which have been ravaging the nation for some time now, have defied every effort put in place to combat them by the security apparatus of the country. There is need therefore, to examine the utilization of Science Education for promoting National security in Nigeria.

**Definition of Terms and Concepts**

It is pertinent at this point to define some key concepts used in this work in order to make for a better understanding of the discussions.

**Science Education**

Science Education is a discipline that involves the transmission of scientific concepts, method of teaching and addressing scientific misconceptions held by learners. Science Education is very vital to National peace, security and development. Any developing nation that aspires to meet up with the developmental strides of the developed nations must ensure that Science Education development is given priority in all her institutions of learning. Many of the developed nations of the world were able to achieve so much in areas of development and security based on Science and Technology Education (Aina, 2013). More so, Science Education is a tool for social transformation, growth, sustainable development and National security. It breeds the best brains, builds the best workforce, develops the best social beings and ensures formidable teams of leaders and followers in any nation (Uyanga, 2016). In fact, Man’s ability to survive in his environment depends on his constant involvement in the acquisition and impartation of scientific knowledge through the direct or indirect teaching and learning of Science Education.

Furthermore, Science Education involves the inculcation of scientific literacy that enables the citizens of a nation to utilize the physical resources they have to improve on their quality of living. It is also an educational system that prepares citizens of any nation for a successful integration in the society; it sharpens their quest for further knowledge and enables them to meet their basic necessities of life such as food, shelter, health, etc. It promotes industrialization, frees them from fears and superstition while promoting law and order in the society which culminates to promoting National security (Uyanga, 2016). From the foregoing, the Researcher infers that Science Education is the application of scientific knowledge to tackle daily challenges being faced by individuals. It is instrumental to the transformation and positive changes that occur in the various parameters of a nation’s life. Its impact is felt in the areas of health, shelter, food, security, employment, recreation, law and order, acceptance and tolerance, mortality rates, rights and privileges, etc. Therefore, Nigeria as a Nation requires Science Education system that is functional so as to produce citizens who are able to efficiently undertake tasks that require critical thinking and scientific literacy, produce the human capital base that is fit for industrialization which will culminate to promoting National peace and security. It can therefore be deduced that Science Education could be an effective instrument for promoting National security.
Security and National Security

Security is a collective responsibility of all citizens of a country in ensuring a secure and peaceful environment for the economic growth and development of the Nation. According to Arisi (2011) security is a social contract between the state and its citizens, in which the former is expected to protect, defend and provide for the latter in the public area. This implies that the security and welfare of the people shall be the primary responsibility of the government. Contributing, Yusuf and Babatunde (2009) stated that security is the condition which enhances the ability of government, its agencies and its citizens to function without hindrances. More so, Okene (2011) sees security as the state of being secured or free from danger and risk. It is a situation where either an individual, social group or geo-political entity is protected against any form of danger or attack of any sort internally or externally. Furthermore, security is the state of being free from danger or fear of attack or molestation on the backdrop that every apparatus needed for this purpose has been provided. On the other hand, Onuoha (2005) defined insecurity as a condition in which people have no confidence in the institutions and leadership that should protect their lives and property, as well as provide for their well-being. As a result of that, they live in fear, anger, despair, trauma, suspicion and mistrust. Contributing, Paskins in Radda (2013) stated that insecurity is a disvalue, a bad thing, one among a number of evils to which we are unavoidably exposed to. It is the state of being unsafe or insecure and a state of mind characterized by self-doubt and vulnerability. It can be deduced from the foregoing that security is desired by all, but insecurity is feared and not wanted. While security is a guarantee and protection for vulnerable beings to exist, insecurity on the other hand is the lack of such protection. Meanwhile, security could be dissected into several components, but this study focused on National Security in Nigeria.

According to Khan in Okene (2011) National security is the totality of measures instituted by government to protect the territorial integrity and the cherished values, and interest of the people as well as guarantee the freedom of the citizenry from anxiety, threats to life and property and their safety from natural or man-made disasters. It involves; social, political, economic and other forms of the security calculations, culminating in the concern for human security and improvement in the quality of the people. Contributing, Iredia (2011) saw National security as the ability of a State to overcome all forms of challenges facing her, no matter what the challenges may be. Similarly, Afegbua (2012) added that National security is the struggle to secure the most basic necessities of life such as food, fuel, medicine and shelter. Afegbua maintained that this broader view of security from the perspective of human physiological needs is important for the attainment of physical and national security and overall peace and development, as social unrest arising from the absence of such basic-human necessities can indeed lead to security challenges and conflicts. Furthermore, Onele (2010) stated that National security is the requirement to maintain the survival of the State through the use of economic power, diplomacy, power projection and political power. Moreover, in order to achieve national security, a Nation needs to have stable economic security, energy security, environmental security, social security, food security, the quality of life security and Technological security. The implication of this is that national security is enhanced by other forms of national development. This means that without development there can be no adequate security.

Science Education and National Security

Science education brings about development. It therefore implies that without Science Education there can be no adequate security. This implied that National security is therefore the state of feeling or being safe and protected as well as taking advantage of facilities that are natural or provided by the State in order to minimize security problems, whereas insecurity is the state of being unsafe or insecure. Moreover, Science Education being education through the study of Science has been recognized the world over as a prerequisite for scientific and technological development. It provides opportunities for students to acquire relevant functional knowledge and skills that are associated with scientific processes needed for advancement in Science and Technology. In Science Education, students are encouraged to
acquire and practice the scientific skills and principles. The growth and security of any nation is a measure of its level of Science Education. That was why Orukotan (2007) stated that Science Education has introduced a lot of changes in our world today and it will continue to do so in the future. Achievement in Science Education will go a long way in reducing illiteracy and poverty, which are impediments to National security and development.

Furthermore, Science Education is concerned with finding answers to problems in a bid to understanding and interpreting natural phenomena (Eze & Akubue, 2007). They went further to point out that the reasons for teaching Science in schools are for the production of much needed manpower for the nation, acquisition of scientific knowledge, development of individual potentials, essence of discovery, development of rational thought, explaining of natural phenomena and general scientific literacy. All these would culminate to enhanced National security. Scientific literacy is the ability of an individual to live gainfully and conveniently in a Science and Technology world. This implies that he/she understands the nature, aspirations and limitations of Science, its interaction with Technology and society and to use this understanding to communicate, take part in decision making as well as to solve emanating socio-scientific problems and issues. These will eradicate the thoughts of crime and criminality, thereby promoting National security. Meanwhile, Iloputaife in Ugwu and Ozioko (2010) added that Science Education is education given to an individual to enable him fit into the operational system of Science either as a body of knowledge or as an inquiry process.

Continuing, Iloputaife maintained that Science Education gives equal importance to the development of knowledge and understanding on the one hand and the acquisition of process and procedural skills on the other. More so, Science Education helps to inculcate scientific attitudes into the students such as curiosity, humility, critical mindedness or skepticism, objectivity, rationality, suspended judgment, open-mindedness and honesty. Science Education has contributed immensely towards improving the quality of human life by providing information on drug abuse, means of preventing and curing human diseases as well as rehabilitating human disabilities. These are aimed at promoting National security.

Worldwide, Science Education has been recognized as a prerequisite for the scientific and technological development of any nation. Contemporary innovations globally hover around Science and Technology. In Science Education, students are encouraged to think and act as responsible scientists. Science Education produces economic benefits and contributes to country’s future growth and national security by increasing productive capacity of its people (Onyishi, 2007). It can therefore be deduced from the foregoing that Science Education can be utilized effectively in promoting National security, especially in the developing nations such as Nigeria. This is based on the fact that Science Education holds the key to the economic and technological development of Nations, which will culminate to improved security of lives and property. Moreover, Science Education is a field of study concerned with producing a scientifically literate society. Illiteracy has been identified as one of the reasons for such security challenges as Boko Haram and Herdsmen menace, which is among the serious security challenges facing Nigeria presently. Science Education acquaints students with certain basic knowledge, skills and attitudes needed for future work in Science and Science related fields. This is important because when people are gainfully employed and are busy doing one kind of job or the other, the rate of crime and criminality will be drastically reduced, and subsequently eradicated.

**Purpose of the Study**

The purpose of this study is to investigate the utilization of Science Education for promoting National security in Nigeria. Specifically, this study sought to determine the;

1. mean perception of male and female students on the utilization of Science Education for promoting National security in Nigeria;
2. mean perception of male and female students on the problems that hinder effective utilization of Science Education for promoting National security in Nigeria;
Research Questions
In order to achieve the purpose of this work, the study sought answers to the following questions:
1. What are the mean perception scores of male and female students on the utilization of Science Education for promoting National security in Nigeria?
2. What are the mean perception scores of male and female students on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria?

Hypotheses
The following null hypotheses tested at 5% level of significance guided the study;
H₀₁. There is no significant difference in the mean perception scores of male and female students on the utilization of Science Education for promoting National security in Nigeria.
H₀₂. There is no significant difference in the mean perception scores of male and female students on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria.

Method and Materials
This study utilized case study research design. The area of the study was Ebonyi State College of Education, Ikwo. The population comprised all the 322 students (male 126 and female 196) in 100 and 200 levels of the School of Sciences of the College in the 2016/2017 academic session. The entire population was used for the study since it was manageable as such there was no sample and sampling technique. The instrument for data collection was a researcher-made structured questionnaire with a five-point Likert rating scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD), weighted as follows; 5, 4, 3, 2, and 1 accordingly for the two research questions. The questionnaire had two parts; A sought information on the personal data of the respondents, while B comprised twenty (20) items on the utilization of Science Education for promoting National security in Nigeria and the challenges. Validation of the instrument was done by three experts in Science Education. Cronbach Alpha was used to determine the internal consistency of the items. This involved the conduct of pilot study with a sample of thirty students randomly selected from the School of Sciences in another College of Education in the South East. At the end, reliability indices of 0.78 and 0.76 were obtained for clusters A and B of the instrument respectively, with an overall reliability co-efficient of 0.77 for all the clusters. This was considered high enough for the study. All the 322 copies of the questionnaire were distributed to the respondents by the researcher, through the assistance of the respective Course representatives of the students. All the questionnaires were returned giving a 100% return rate. Mean with standard deviation was used to analyze data, while the hypotheses were tested using t-test statistics at 0.05 probability level. The decision rule was that any item with mean score of 3.00 and above was interpreted “Agreed” while mean scores below 3.00 was interpreted “Disagreed”. For the hypotheses, if the calculated t-value was greater than or equal to the t-critical value, the null hypothesis was rejected. If the calculated t-value was less than the t-critical, the null hypothesis was not rejected.

Results
The results are presented in tables according to the research questions and hypotheses.

Research Question 1: What are the mean perception scores of male and female students on the utilization of Science Education for promoting National security in Nigeria?
### Table 1: Mean and Standard Deviation Scores of Male and Female Students on the Utilization of Science Education for Promoting National Security

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statement</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N = 126</td>
<td>N = 196</td>
</tr>
<tr>
<td>1.</td>
<td>Science Education is necessary for survival growth and development of any nation.</td>
<td>3.63 1.44</td>
<td>3.33 1.37</td>
</tr>
<tr>
<td>2.</td>
<td>Science Education is important for National unity, peace and development.</td>
<td>3.59 1.24</td>
<td>3.64 1.41</td>
</tr>
<tr>
<td>3.</td>
<td>Science Education helps individuals to live security conscious lives in the society.</td>
<td>3.92 1.16</td>
<td>3.88 1.08</td>
</tr>
<tr>
<td>4.</td>
<td>Science Education equips individuals with the knowledge that ensures all round security.</td>
<td>3.65 1.13</td>
<td>3.70 1.17</td>
</tr>
<tr>
<td>5.</td>
<td>Science Education enables individuals to have improved quality of life.</td>
<td>4.21 1.09</td>
<td>3.86 1.17</td>
</tr>
<tr>
<td>6.</td>
<td>Science Education helps individuals to interact and also equip them with ideas necessary for National development while at the same time ensuring sustainable national peace and unity.</td>
<td>4.13 1.03</td>
<td>3.65 1.24</td>
</tr>
<tr>
<td>7.</td>
<td>Science Education is the key to a nation's overall development.</td>
<td>3.75 0.96</td>
<td>3.99 1.25</td>
</tr>
<tr>
<td>8.</td>
<td>Science Education enables individuals to interact and also equip them with ideas necessary for National development.</td>
<td>3.67 1.31</td>
<td>4.19 0.89</td>
</tr>
<tr>
<td>9.</td>
<td>Science Education is needed for promoting a progressive and secured Nigeria.</td>
<td>4.04 1.46</td>
<td>3.87 1.34</td>
</tr>
<tr>
<td>10.</td>
<td>Development of knowledge through Science Education has reduced the problems of National insecurity.</td>
<td>3.63 1.38</td>
<td>3.88 1.20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3.76 1.27</td>
<td>3.80 1.24</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td>3.78 1.26</td>
<td></td>
</tr>
</tbody>
</table>

From Table 1 above, it was observed that the male and female students' perception of the utilization of Science Education for promoting National Security in Nigeria has an overall mean score of 3.78. It can also be observed that the mean perception scores of the students on all the 10 items were higher than the benchmark of 3.0. This therefore implies that the Science Education is highly useful for promoting National security in Nigeria. Furthermore, from the table, the total mean perception score of male students is 3.76 with standard deviation of 1.27 while that of the female students is 3.80 with standard deviation of 1.24. This shows that the difference exists between the male and female students' total mean perception scores. However, the table did not show whether the observed difference is statistically significant or not. In order to ascertain the significance or otherwise of the observed difference, the result was subjected to inferential testing as hereunder shown in hypothesis 1. Meanwhile, the standard deviation of the male students (1.27) is higher than that of the female students (1.24). The lower standard deviation shows that the female students' opinions were more clustered, which means their perceptions were similar compared to that of the male students.

**Hypothesis 1:** There is no significant difference in the mean perception scores of male and female students on the utilization of Science Education for promoting National security in Nigeria.
Table 2: t-test Analysis of Male and Female Students’ Perception on the Utilization of Science Education for Promoting National Security in Nigeria.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
<td>3.76</td>
<td>1.27</td>
<td>320</td>
<td>0.29</td>
<td>1.96</td>
<td>Do not Reject Ho</td>
</tr>
<tr>
<td>Female</td>
<td>196</td>
<td>3.80</td>
<td>1.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(\(N = \text{No. of subjects}; \overline{X} = \text{Mean}; SD = \text{Standard deviation}; df = \text{Degree of freedom}\))

Data in table 2 shows that the calculated t-value, at 0.05 level of significance and 320 degree of freedom, is 0.29 which is less than the critical t-value of 1.96. Thus the null hypothesis is therefore not rejected. This means that there is no significant difference in the male and female students’ perception on the utilization of Science Education for promoting National Security in Nigeria.

Research Question 2: What are the mean perception scores of male and female students on the factors that hinder effective utilization of Science Education for promoting National Security in Nigeria?

Table 3: Mean and Standard Deviation Scores of Male and Female Students.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statement</th>
<th>Male</th>
<th>N = 126</th>
<th>Female</th>
<th>N = 196</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
<td>X</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Inadequate funding is a challenge to effective Science Education</td>
<td>3.69</td>
<td>1.24</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>2.</td>
<td>Lack/inadequacy of qualified science teachers hinders effective Science Education</td>
<td>3.61</td>
<td>1.53</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>3.</td>
<td>Lack/inadequacy of science equipment and other facilities hinders effective Science Education</td>
<td>4.06</td>
<td>1.20</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>4.</td>
<td>Students’ low interest in science as a result of poor performance hinders effective Science Education</td>
<td>4.06</td>
<td>1.22</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>5.</td>
<td>Non-availability of textbooks and other instructional materials hinders effective Science Education.</td>
<td>4.22</td>
<td>1.05</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>6.</td>
<td>Lack of well equipped science laboratories hinders effective Science Education</td>
<td>3.95</td>
<td>1.00</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>Poor method of teaching adopted by the science teachers hinders effective Science Education.</td>
<td>3.76</td>
<td>1.28</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>Apparent lack of job opportunities in science demoralizes students’ interest in Science Education.</td>
<td>3.47</td>
<td>1.41</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>9.</td>
<td>Lack of innovations and modifications of the Science Education curriculum hinder effective Science Education.</td>
<td>3.56</td>
<td>1.17</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Non-implementation of government policies on science affects Science Education development.</td>
<td>3.58</td>
<td>1.25</td>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Total | 3.79 | 1.32 | Agreed | 3.95 | 1.10 | Agreed |

Grand Total | 3.89 | 1.21 | Agreed |
Table 3 above shows that the male and female students' perception scores on all the 10 items that are based on factors that hinder effective utilization of Science Education for promoting National security in Nigeria with a grand total of 3.89 was higher than the benchmark score of 3.00. Moreover, the mean perception scores of each of the items were higher than the benchmark of 3.0. This implies that the students perceived all the 10 items as factors that hinder effective utilization of Science Education for promoting National security in Nigeria. Furthermore, the table shows that the overall mean perception score of male students is 3.79 with standard deviation of 1.32 while that of the female students is 3.95 with standard deviation of 1.10. The result shows that difference exists between the male and female students' overall mean perception scores. However, the table did not show whether the observed difference is statistically significant or not. In order to ascertain the significance or otherwise of the observed difference, the result was subjected to inferential testing as hereunder shown in hypothesis 2. Meanwhile, the standard deviation of the male students (1.32) is higher than that of the female students (1.10). The lower standard deviation shows that the female students' opinions were more clustered, which means their opinions were more similar than that of the male students.

Hypothesis 2: There is no significant difference in the mean perception scores of male and female students on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria.

Table 4: t-test Analysis of Male and Female Students' Perception on the Factors that Hinder Effective Utilization of Science Education

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
<td>3.79</td>
<td>1.32</td>
<td>320</td>
<td>0.14</td>
<td>1.96</td>
<td>Do not Reject Ho</td>
</tr>
<tr>
<td>Female</td>
<td>196</td>
<td>3.95</td>
<td>1.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N = No. of subjects; X = Mean; SD = Standard deviation; df = Degree of freedom

From table 4 above, the calculated t-value at 0.05 level of significance and 320 degree of freedom is 0.14 which is less than the critical t-value of 1.96. Therefore, the null hypothesis is not rejected. This means that there is no significant difference in the male and female students' perceptions on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria.

Summary of Findings
- Science Education is a useful instrument for promoting National security in Nigeria.
- Some factors such as inadequate funding, lack/inadequacy of qualified science teachers, lack/inadequacy of science equipment, non-availability of textbooks, lack of well equipped science laboratories, etc. hinder effective utilization of Science Education for promoting national security in Nigeria.

Discussion of Findings
The findings of this study have shown that Science Education is utilized for promoting National security in Nigeria. This finding is in line with Orikpe (2013) and Aina (2013) who stated that Education (Science) is a vital tool for national development and security. Moreover, Onele (2010) added that effective management of Education (Science) enhances a country's national security and other forms of security. From the foregoing, it implies that
Science Education is vital for National security and economic development. Thus, for Nigeria to achieve National security, Science Education must be given priority in the National education policy.

Furthermore, the findings of this study have revealed the following as factors that hinder effective utilization of Science Education for promoting National security in Nigeria; inadequate funding, lack/inadequacy of qualified science teachers, lack/inadequacy of science equipment, students’ low interest in science as a result of poor performance, non-availability of textbooks and other instructional materials, lack of well equipped science laboratories, poor method of teaching adopted by the science teachers, apparent lack of job opportunities in science, lack of innovations and modifications of the science education curriculum and non-implementation of government policies on science education. The findings of this study agrees with Aina (2012), Ejidike and Oyelana (2015) who identified inadequate funding, lack/inadequacy of qualified science teachers, lack/inadequacy of science equipment, students’ low interest in science, non-availability of textbooks and other instructional materials, lack of well equipped science laboratories, poor method of teaching, apparent lack of job opportunities in science, lack of innovations and modifications of the Science Education curriculum and non-implementation of government policies on Science Education as factors that hinder effective implementation of Science Education in Nigeria. These imply that Science Education in Nigeria is facing several challenges which hinder its effective development and implementation, thereby affecting its utilization in promoting National security.

The study further shows that no significant difference exist in the mean perception scores of the male and female students on the utilization of Science Education for promoting National security in Nigeria and also on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria.

Conclusion
National security involves all the strategies employed by a sovereign state to protect her core values and citizens from threats in all ramifications. National security in Nigeria entails the government’s ability to protect, promote and maintain its vital institutions for enhanced socio-political and economic objectives and also to meet the legitimate aspiration of the people. However, Nigeria is presently facing a lot of security challenges. Threats to life and properties have become the order of the day in Nigeria, with ethno-religious conflicts, political and ethnic militancy, high profile political assassinations, kidnapping, smuggling and bunkering of resources among others that continue to threaten Nigeria’s National Security. These security challenges seem to have defied solutions. This study has shown that if Nigeria must ensure security of life and property to bring about the desired national integration, she must give priority to Science Education in the national educational policy and also implement such policies, which should be both ethical and globally driven. This is because Science Education has been proven to be useful in promoting National development and security. National security therefore, should secure Nigeria and her citizens, including her guests who are on legitimate sojourn from all forms of security threats both domestic and external. This is because a fundamental function of a modern nation is the defence of its National security and territorial integrity.

Recommendations
Based on the findings of the study, the researcher made the following recommendations;

- Science Education should be given priority in the National educational policy so as to achieve the aims and objectives.
- Science Education policies should be implemented both ethically and globally by the Government in order to enhance National security.
- Science laboratories and other infrastructure needed for effective implementation of Science Education for promoting National security should be provided.
- Efforts should be made by the Government and other stakeholders in the educational sector to proffer solutions to such factors as inadequate funding, lack/inadequacy of qualified science teachers, lack/inadequacy of science equipment, etc. which hinder effective implementation of government policies on Science Education in Nigeria; inadequate funding, lack/inadequacy of qualified science teachers, lack/inadequacy of science equipment, students’ low interest in science as a result of poor performance, non-availability of textbooks and other instructional materials, lack of well equipped science laboratories, poor method of teaching, apparent lack of job opportunities in science, lack of innovations and modifications of the Science Education curriculum and non-implementation of government policies on Science Education as factors that hinder effective implementation of Science Education in Nigeria. These imply that Science Education in Nigeria is facing several challenges which hinder its effective development and implementation, thereby affecting its utilization in promoting National security.

The study further shows that no significant difference exist in the mean perception scores of the male and female students on the utilization of Science Education for promoting National security in Nigeria and also on the factors that hinder effective utilization of Science Education for promoting National security in Nigeria.
utilization of Science Education for promoting National security in Nigeria.

- Federal Government should show more commitment to the issue of national security by bringing to book anybody reported to be using inciting statements.
- Finally, the security sector which comprises the military, the police, Directorate of Security Services (DSS), other intelligence agencies, and the prisons should show more commitment to professionalism in the discharge of their duties and also in combating security challenges in the Nigeria.

References