Contemporary Narratives on Socio-Economic Development: 
Incorporating Literature and Mathematics in Academic 
Curricula in Nigerian Tertiary Institutions

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Abstract
This paper attempts to advocate and highlight the fact that one of the major goals of every institution of higher learning should not only outstrip training students in the preferred courses of study, but also ingrain rudimentary education in other areas for sustenance and poverty eradication. The inherent privation and the obliteration of the socio-economic balance in Nigeria aggravates the plight of graduating students and concerted efforts should be invested to fortify students to appropriately place them in the social and economic echelon which they merit. This review work was based on various publications of researches and field researches. The economic and academic proceeds of incorporating Mathematics and Literature are reviewed to demonstrate their aptitude in providing unemployment and subsequently, earning capacity while at the same time, fostering educational proficiency. The reasonableness of the unconditional fulfillment of academic requirements in Literature and Mathematics studies to equip the Nigerian graduate to be better prepared to face the socio-economic cataclysm on graduation, will be thoroughly reviewed in this paper. With the inclusion of Literature and Mathematics through a viable educational strategy in the tertiary academic curricula, knowledge and private practice would be encouraged to boost the Nigerian economy through practitioners, and also, establish a gradual educational curve. These diversifications via formal education must be embraced in totality to transform the fortunes of the Nigerian nation.

Keywords: Literature, Socio-Economic Development, Education, Poverty, Mathematics, Curricula

Introduction
In the current 21st century Nigeria, university education can be comfortably termed as a preliminary education that is designed to provide an overview of the rudiments of knowledge in almost all life’s endeavours, without hands-on training and detailed content. It is no longer news that over sixty percent of graduating students are likely to remain unemployed for some years except they pursue other interests outside their fields of study. Many go into different businesses while others seek refuge outside the shores of the country. Majority of the students who remain in the country is eventually either jobless or fixed in jobs in which they are untrained and which they possess little or knowledge in. This appalling situation is not determined by the number of job vacancies that exist or the grades of the job-hunting students but by the recruitment processes and systems in place, which are mostly handled by unqualified and bigoted individuals that end up hiring people for positions that are either too technical or abstract to them. This fosters unprofessionalism and ineptitude which has bedeviled most fields of endeavours recently.
Introducing literature and mathematics in the curricula of higher institutions especially in the penultimate level in tertiary institutions irrespective of the courses of study, is long overdue. As more and more students graduate from the public and private-owned universities every year and pushed into the job market, unemployment becomes rife as only less than twenty-five percent of graduating students will be lucky to get job placements. The other fraction of seventy-five percent of graduating student is thrown to the elements. Tutoring all students in two broad forms of General Study Courses which will concentrate on professional studies in literature (and a bit of studies in grammar and composition) and mathematics compulsorily should be introduced during the year following the graduation year of the student. The two courses should be optional courses of study whereby a study enrolls into either of the GST courses. For the GST course in Mathematics, the curriculum should incorporate studies in Mathematics for everyday living, and other relevant topics including the SAT, IGCSE, WASC, NECO etc. syllabuses.

Every human being engages in one form of calculation or the other; even in pedestrian circumstances like crossing of roads, defecation, gossip etc. Because of the relevance of mathematics to man, he grows everyday with sharpened perceptions of what calculations entail and most of the time, devises his own structures of computation and transaction summaries, figures or ideas exclusive to him alone.

Mathematics enables humans to provide precise elucidations for his ideas. It is the aspect of every human being that has to do with numbering and calculating; and remains irreplaceable as it drives the progression of man in every area of life. For every mathematical problem solved, intellectual expansion and constructive prowess are achieved. Mathematics instils in man the power to be analytical, patient and willed, and to seek knowledge and discover new roads to success by way of inventions and alternative methods. Therefore, mathematics inflates man intellectually, thereby facilitating cognitive development. Enabling graduates by preparing them to handle this herculean but gainful task especially in their penultimate levels in school before graduation becomes uttermost in achieving this pride of place. Students of sciences, humanities and business all require basic passes in these subjects/courses to pursue their professional dreams. Gaining admission in higher institutions to build up such careers as Engineering, Law, Medical Sciences, Pharmaceutical Sciences, Accounting, Business Management, Mass Communication, Sociology, Biological Sciences, Economics, Astronomical Studies, Agricultural Studies, Statistics, Laboratory Sciences, Anatomy, Physiotherapy, International Relations, Education etc., can only initiate any of such studies with requisite educational requirements which mostly, include a good pass grade in Mathematics. As a result, parents are passionate about ensuring that their wards get the special attention of tutors in the study of Mathematics for which tutors who can assist their wards achieve such academic excellence is well remunerated. At the moment, many internationally and nationally recognized and organized examinations abound – WASC, WAEC, NECO, IGCSE, SAT etc. Each of these is characterized by specified requirements for excellence in the requisite subjects depending on the career choice in sight. This hunger for educational excellence provides an earning opportunity for a graduate of Sciences who can provide tutoring services in Mathematics. Roohi (2015) observes that as science and technology becomes so pervasive, mathematics education continues to dominate the school curriculum and remains a key subject are requirement in higher education and employment sector.

**Education as a Vehicle for Socio-economic Development in Nigeria**

It is an unarguable fact that education is a viable factor which fosters economic growth and social development in every society. Although education in most countries is a fundamental right, it largely remains outside the reach of many especially in the African region in the 21st century, and the totality of the meaningful economic, political, health and social progressions recorded so far in the region are intrinsically attributed to both formal and informal education. The socio-economic development of a society can be argued based on availability of food and security, of jobs/employment, of standard education and healthcare, of other basic social amenities and stability of social life. Education begins
from the home – informally. After the child is weaned and toddles, it is taught the basic information of existence and willpower. The child learns to ask for what it desires, refutes what it is uncomfortable with, plays with bricks and toys to exercise its cogniscibility and power of reasoning; experimentation, mind reading, mastering eye contacts and body language; and also, is taught to assert its rights to some limits. Before the child embraces formal education, it had already imbibed the basic instincts of survival, cultural/traditional regimen and defensive mechanisms that enables it to glide through formal education with ease. These are outside subsequent societal factor, especially peer influence which is a given. From the time the individual from childhood is exposed to formal education, it is set on a long road that leads to financial, political and social freedom which in itself, depends on many factors that are perfunctorily related to other individuals encountered in the course of acquiring formal education.

There is no country that can attain sustainable economic development without ensuring that education is basic from the rural to the urban terrain of the societies that consists in it. Hence, it could be surmised that education is pivotal to the social and economic development of every society. What education does basically is that it broadens the continuum of ideas of an individual and this can be translated into tangible assets that improves life, prolongs life and preserves life firstly, while other multiplicities of developments emerge as a plethora of boons. Education conditions the human mind to alertness which in turn spurs creativity, productivity and a result-oriented mindset resulting in strategic decisions and implementations required to bring out one form of development or the other. A country that is ready to salvage its economic state while improvement is worked on beefs up its human capital by ensuring that the fundamental rights of every child in that country cannot be suppressed or compromised with. Not only is this push needful, but also the reconstruction of the academic curricula of what these students are taught in school should remain the ultimate objective. The academic content of what is imparted on the students should be compatible with the expectation of the specific level of economic development that is strategized by said country. According to Hanushek, Jamison Dean, Jamison Eliot and Woessmann (2008), a more direct measure of a country’s human capital is the performance of students on tests in math and science, something that might be called the average level of “cognitive skills” among those entering a country’s work force. At one time, internationally comparable information on student performance was not available for a sufficient number of countries over a long enough period of time to allow for systematic study, which is why economists relied upon the less informative measures of school attainment. Now that test-score data for many countries over an extended period of time are readily available, it is possible to supplement measures of educational attainment with these more direct measures of cognitive skills. Schueke (2004) rightly observes that many countries face social hiccups like divorce, drug abuse, criminal tendencies, murder etc., due to many factors that cut across economic problems including loss of job, inability to achieve return on investment, global recession, underpayment of wages etc.; and the most forward-thinking approach to solving these social and economic problems and increasing competitiveness is to equip today’s and tomorrow’s citizens with the skills and attitudes for economic and civic success in an increasingly knowledge-based economy. Apart from capital that is required for investment which many countries have leveraged on financial long-term loans as a respite to improving their economies, education has been discovered by research, to be even more crucial to economic development than all other factors put together. Education refers to the development of human skills and knowledge of the people. It is not only the computable development of educational opportunities that determines an all-round development, but also the qualitative provision of education which is imparted that determines economic development. On the importance of educational capital or human capital, Guru mentions that Prof. Harbison surmises that human resources constitute the ultimate basis of production human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilise them effectively in the national economy will be unable to develop anything else.
The Multiplicity of Literature: A Holistic View

Literature simply refers to any written work considered as having great and lasting worth. It is a broad term which subsists in the multiplicity of the arts in major writing forms typified by basically, four genres namely: Drama, Poetry, Fiction and Nonfiction. These four literary aspects of the literary arts constitute what is scholarly referred to as Literature. Literature can be said to refer to the corpus of written artistic works preserved for posterity; but this definition can be extended to be the collection of literary works or writings representing cultures, personalities, professions, religions, conviction, fashion, health, education etc. which are mostly the writer’s imagination even when they are based on real life events. Literature is mostly fictitious in terms of the characters and plot, imaginary. As revealed in a publication by the Academy Foundation, the three main ways of approaching a definition of literature are relativism, subjectivism and agnosticism. With relativism, there are no value distinctions in literature; anything may be called good literature. Subjectivism, as the term implies, means that all theories of literary value are subjective, and that literary evaluation is a purely personal matter. Agnosticism follows from subjectivism, though it argues that though there may be real distinctions in literary value, our subjective value systems prevent us from knowing anything about the real values.

Originally, literature was passed down from one generation to another using oral traditions comprising of bards, priests and priestesses of deities and the corpus of religious and cultural custodians, and through other forms of oral traditions which include storytelling, prophetic pronouncements etc. Written literature which became formally recognized for aesthetic and entertainment purposes began to be recognized with the first writers dating back to the 500 century BC. These early writers include Aristotle, Euripides, Homer, Aristophanes etc. They accorded literature its form and content; and provided the leeway for literary criticisms and appreciation as obtained presently. The writing style and form of early literature set the pace and quality of subsequent literatures from that period to the present. Therefore, for each genre, a set of rules and aberrations is cognizable, and emerging writers have the choice to write within the ambit of the models of the early writers or in their own styles. Aberrations are permissible in every genre, but conventionally, every period is characterized by certain features, themes and plot which must be conformed to by the writer of that particular period of time. Regardless of the fact that literature consists of four major genres, it is complete in its concept. This means that the four genres contain the same elements and generic concepts; and also a level of cogniscibility. Literature can be effectively criticized/appreciated when broken down into tinier parts; these parts are called literary elements. These elements allow for scholarly analysis of a work of literature based on identifiable components, which collectively make up the whole of what that literary work is about. By breaking the work of literature into smaller and less cumbersome constituents, it is better valued for academic purposes.

Basically, literary elements bestride literature in general, irrespective of the genre. These literary elements include thematic structure, diction, plot structure, literary devices, settings, character and characterization, point of view, conflict, mood, tone, imagery etc. Literary elements answer natural questions regarding the work of literature under study. The thematic structure asks the question, “what is this piece of writing about?” The thematic structure of a work of literature outlines the central and the supporting ideas contained in it. Every work must contain one or more ideas which the writer sets out to sermonize or illuminate through the work. Therefore, the theme of a work of literature refers to the major topic that is central to the story. There is usually the most important information; and there are supplementary ones which are not as important as the main one. Most literary works mostly contains two or more themes. In some situations, the themes which the audience or readers identify may be different from the theme which informs the writer’s motive entirely.

The plot structure asks the question, “what happened?” The sequence of the events in the work of literature is called the plot. Loosely, the plot can be defined as the organization of actions/events in a story from the beginning to the end. The progression of the sequence of events is also referred to as
the unfolding of the plot of the writing. In a publication, “Literary Devices”, in demonstrating that drama is the imitation of life, a further definition posits that it is one of the best literary forms through which dramatists can directly speak to their readers or audience as well as they can receive instant feedback of audience. A few dramatists use their characters as a vehicle to convey their thoughts, values such as poets do with personas, and novelists do with narrators. Again, another scholarly publication, History and Development of Drama posits that although drama has been variously defined by different scholars, dramatists, philosophers and researchers, the basic feature of these definitions is an attribution of drama to imitation of life. Drama is a literary composition which is performed by professional actors on stage or theatre, before an audience. It involves conflicts, actions and a particular theme; and eye-catching make up, facial expressions and body language of the artists are prominent features of drama.

In other words, drama is the fictional demonstration of actions written in prose or verses using performance and consisting of a conflict of the characters who are engaged in dialogue. It is usually written by a playwright or dramatist and presented in script forms for performance in television and radio stations, as films and also for the stage. Drama originated in Greece in 500BC; and the first tragic play was acted in Athens during the festival of Dionysus known as the City Dionysia festival in honour of the god, Dionysus which was usually an entertainment festival. During such festivals as City Dionysia, there were competitions in poetry, drama, dance and music. It was a time of drunkenness characterized by tipsy men who dressed in skins of goat, because of the sexual allusion to goats, and played the choruses in honour of Dionysus the god. This was the only festival in which plays were featured. Ancient Greek drama consisted of Tragedy, Comedy and Satire (Satyr) plays. While Satire plays were added to the bouquet of drama in 535BC, Comedies were added at about 480BC; roughly 150years later. The period of drama in Greece lasted for over 200 years (500-300BC), while the performance of comedy began in Sicily in 5BC. The first plays to be written at the inception of drama in Greece were Oedipus Rex, Antigone, Lysistrata and Medea etc., and the most notable writers during this period were Sophocles, Aeschylus, Euripides and Aristophanes who wrote corpus of tragedies and comedies. Every play written for performance at the cinema, stage or as a film is informed by a unique message which the playwright hopes to disseminate and reveal through the characters in the play. There is always an underlying theme which usually is germane to the unfolding of the plot of the play; in addition to the revelation of the character and defines the characterization in a manner that fosters the theme which is the central idea. This message is unraveled through language, the setting or environment where the play is set, and other literary devices which help the playwright to drive home the message to the audience.

Poetry can be simply defined as the powerful overflow of emotions laden with symbolic language; surmised in a publication, History of Poetry, similar to that as defined as Samuel Taylor Coleridge defined poetry as "the art of apprehending and interpreting ideas by the faculty of imagination; the art of idealizing in thought and in expression. For poetry is the blossom and the fragrance of all human knowledge, human thoughts, human passions, emotions, language. Poetry is derived from the Greek word which means, ‘to create’ or ‘to make’; and connotes that a poem is something that was created. According to a publication, The Origins of Theatre, poetry is employed to carry the burden or excitement of people or events which are deemed remarkable; but it is argued that it began almost at the same time as drama, and during competitions by poets, dramatists, musicians etc. at the early period while literature evolved, Thespis, an itinerant bard was the most outstanding winner. This was in 535BC. He was said to jump on the back of a cart while reciting poetry and acted the verses that he read. By this, he was said to be the very first actor ever produced in the world; thus the reference to actors and actresses as thespians.

Poetry has been defined as the art of rhythmical composition, written or spoken, for exciting pleasure by beautiful, imaginative, or elevated thoughts. Poetry is not too far from prose. Poetry. Org in a publication, What is Poetry? writes that poetry can be differentiated most of the time from prose, which is language meant to convey meaning in a more expansive and less condensed way, frequently
using more complete logical or narrative structures than poetry does. This does not necessarily imply that poetry is illogical, but rather that poetry is often created from the need to escape the logical, as well as expressing feelings and other expressions in a tight, condensed manner.

Poetry is as old as other arts which began in oral forms as songs accompanied by dance and musical instruments; and sometimes, dancers. A specific ideology about poetry describes it as state of mind, which implicitly regards music, fashion and paintings as poetry. Little wonder, Gary in a publication, History of Poetry remarks that Tatakiewicz, a Polish historian of aesthetics, wrote in The Concept of Poetry that poetry expresses a certain state of mind. In many societies, poetry was part of the routine religious worship; especially Christianity and the oldest forms of poetry were Songs of Solomon, Psalms, Book of Proverbs etc. In the earliest times, genealogies, ancient histories, heroic feats and emigration stories were recounted and preserved orally, which were different forms of poetry that fall under categories like ballads, odes, elegies, epics etc. The poetic forms that exist include Ballads/Spoken word, Epic, Sonnet, Elegy, Ode, Haiku and Free Verses.

In Nigeria, the most trending is the Spoken word which ideally, is an offshoot of the ballad. A typical spoken word piece as published in the Spoken Word Poetry publication reads:

‘Civil War

I see all
I know all
For i am the the oracle
Give me your hand
I see caked blood on concrete
Dead bodies on grass
Mothers crying seeing
babies lowered caskets
This is war
Not like the days of old
There are no patriotic muskets that shoot liberty
Instead just desperate glocks resisting oppression of what they call a free world
I see those who still withhold their oath
Getting slaughtered
Cause its like a machine
One defective part ruins the whole unit
By creating this world where using force is the only thing that gets attention
You’ve also created a world where the end justifies the means
And if that means lives are lost in order to finally be equal
Then i guess the end totally justifies the means
I see not just a war
I see a civil war
Instead of brothers in arms i see
Brothers that are heavily armed
going against an entire sea of shields
I see years of progress going down the drain
I see mothers losing sons
Sons losing father
Fathers losing brothers
I see a nation divided
America is going to be beaten to a pulp
Its face is going to be black and blue
Like a baton just struck it
Americas body is going to be torn asunder
Like it just took three bullets to the chest
America is going to feel secluded cause
now its locked away in a never ending battle no other country has
deal with
The future is dim” (by Nicholas C.)

Fiction is derived from the Greek word ‘Fictio’ which means ‘to fashion’. It refers to imaginary narratives which have no facts in them; although they may be based on true stories or circumstances. This genre consists of the following categories: novel, novella, short story (sudden fiction), flash fiction (short-short story), and micro fiction (micro narrative). While novels are generally regarded as narratives which contain one sublime theme and other supplementary themes with many conflicts and characters, and consists of 25, 000 words and above, a novella is a narrative shorter than a novel but longer than a short story with a maximum word count of 20,000 words characterized by fewer characters and less conflicts and sometimes, could be read in one sitting; while short stories are narratives with a whole thought though, but condensed into between 1000 and 4000 words, with a tight plot, and few characters and can also be read within a few minutes. The flash fiction or short-short story is similar to the short story but usually contains a maximum of 1000 words. The micro fiction, also known as micro narrative are narratives which contain a maximum of 300 words are divided into the following categories: drabble consisting of a maximum of 100 words, nano fiction containing a maximum of 44 words, Twitter fiction also, known as twitterature containing a maximum of 23 words which is a maximum of 140 characters. There are two categories of nonfiction: literary and practical. According the publication, About Education, literary nonfiction also known as, creative nonfiction is a type of prose that uses literary techniques, usually associated with fiction or poetry, to describe incidents, places, and occasions in the real world. Literary nonfiction refers to literature that is factual and provides accounts of facts. Literary nonfiction is one of the opposites of fiction. This genre consists of accounts of personal experiences in the form of autobiographies; information on travel, advocacy, counseling, religion, parenthood/family life, marriage, cookery, sex, decoration, health, business, exercise, law, fashion, skin and hair care, wedding, events, vacations, adventures, picnics, languages, writing, music, arts etc. Literary nonfiction also includes memoirs, journalism, technical writing and scientific books, academic papers, blueprints, literary criticisms, journals, encyclopedia, dictionary, handbooks, theology, textbooks, book report, weather reports etc.

Practical nonfiction is a prose form that documents information that is ephemeral and subject to change at any time, or be done away with. They mostly contain irrelevant content found in articles and how-to articles in magazines and newsletters. Most of the time, practical nonfiction works are contents that describe procedures, patterns, lists and guidelines to completing a task. Such works remain relevant for as long as the tasks, processes or events for which they are written are functional. As soon as these tasks, processes or events expire or are replaced, altered/updated or completely discarded, these documents lose their relevance. They are either deleted or updated depending on what has changed, but the original document will seize to be a legitimate reference, but can be saved to a folder on the book rack or system as a previous version recorded for version control. Literary nonfiction is different from practical nonfiction based on their durability only.

The Deity of Mathematics: the Mine Filed
In simple terms, Mathematics is reasoning mixed with logic; in fact, maths, for short, began with counting. Literally, mathematics means something that can be numbered or calculated. Roohi in a publication, Role of Mathematics in the Development of the Society attempts a definition of mathematics by considering a very astute summation according to Roger Bacon, an English
Franciscan friar, philosopher, scientist and scholar: “Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world. A basic definition is the one which describes mathematics as that aspect of science that deals with numbers and the way they function. It involves calculation, computation, solving of problem etc. Mathematics is exact, and systematic. It is a logical subject. Mathematics involves calculations, computations, solving of problems and decisive actions. Mathematics reveals complicated patterns stowed away in oblivion that helps man to understand the world in which he lives. Beyond the complexities of arithmetic and geometry, mathematics is a miscellaneous field today which deals with data and dimensions culled from the sciences coupled with inference, assumptions, and proofs; in addition to mathematical representations of diverse human and natural systems.

Mathematics may also be defined as the study of quantity, structure, and change; which has historically developed, through the use of intellection and logical reasoning, from numbering/counting, and measurement and the study of the shapes and mobility of physical objects. Mathematics also comprises the study of change and structure. Having developed by employing measurements and counting/calculations, and the study of optical objects and shapes and also the full position of reasoning. Mathematics is always associated with abstractions and probabilities which accounts for the scary attitudinal behaviours of the students of mathematics as a subject and not as a practicality of life. Mathematics makes man brighter, alert and increases our reasoning power. Researchers have discovered that people who solve more mathematics are more knowledgeable and creative; and can also multitask and have the ability to make better decisions. How can people count items, people, money etc. if Mathematics was not in existence? It is impossible; we dare to pose our disputations in this paper. Psychologically, getting exposed to mathematics enables one to be analytically minded and improves one’s organizational ability and accuracy of expression of thoughts and ideas. Moreover, mathematics provides precise elucidations for our ideas and actually drives the progression of man in every area of life. Mathematics is the very first element of the emergence of man in the early times, and its evolution from to homo sapiens over many years and undergoing many transformations can only be summed up precisely by mathematical mechanisms which involves calculations and deductions. Man, in the ages prior to the modern age, was able to light fire, cover himself from the elements, provide food and catered for every of his needs with the employment of mathematics. There is no human endeavor even today, which does not involve one form of calculation/computation or the other. People cannot number money, items etc. if there was nothing like mathematics. There is a psychological boost which mathematics afford; directly linked with a refinement of a mind which becomes analytical and logical as a result. Mathematics refines thought patterns, organizational skills and precision in expressing ideas and opinions. In the world, mathematics is pertinent, and can be found almost everywhere and in everything in different structures/configurations. From the time man wakes up to the time he retires to bed, mathematical configurations apply in every aspect of his decisions, actions and inactions. Without mathematics, it would be herculean to precisely differentiate the morning from midday, midday from afternoon, and evening from night. This calculation of time, therefore defines, what can be called breakfast, brunch, lunch, and dinner/supper. In much the same way too, mathematical deductions enable man to plan his tasks, endeavours, recreation, lifestyle or transactions with his immediate environment or beyond. Mathematics is indispensable and cannot be replaced by any aspect of science not now; or in the future. It remains the determinant factor in the exactness of our thoughts which involves decision taking in relation with timing and action. Roohi (2015) insists that nature is symmetrical and the evidence of the presence of pattern is a given. That is why there are different seasons – the flow from one season to the other happens at some point. Also, fertility and productivity are all products of mathematics because these are happenstices or designs that inevitably work with calculation and numbering. Galileo recapitulated the relevance of mathematics in a definition which presents mathematics, as a language in which God has written the world.
Mathematics constitutes one of the earliest cultures in the time of the first man, which enabled him to survive the harsh weather and environment that characterized that period, and also subjugate the predating environment in which wild animals cohabited with him before erection of houses was conceived. Arms and implements are part of man’s innovations that demonstrates the application of mathematical configurations. The biblical account of the creation of the world by ‘God’ demonstrates a calculated order of creation from the first day to the eight day including a decision to take a rest. Even the creation of a woman with the rib of the man was a clear application of mathematical computation from the time the first man was put to sleep to the time he woke up to behold the woman. Arming man with the ability to make decisions that are timely, mathematics brings about ease to life by placing man in a platform that gives him control over his actions and inactions. This indirectly enables him to set targets and meet up with them.

From humanities to scientific and technological headways, Mathematics is an authoritative element in Medicine, Pharmacy and Pharmacology, Engineering, Statistics, the Physical Sciences, Linguistics and Literature, History, Business, Social and Psychological studies, the remote Sciences, Architecture, Communication, etc., as each of these branches of human endeavors plays around calculations and mathematical configurations directly or indirectly; although it is generally assumed that Mathematics is meant only for science-inclined people. Everybody needs to understand and rightly apply mathematics. Even in daily pursuits, everyone employs some form of numeric and/or calculative skills. According to a publication by The Times of India City, even insects use mathematics in their everyday life for existence. Snails make their shells, spiders design their webs, and bees build hexagonal combs. There are countless examples of mathematical patterns in nature's fabric. Anyone can be a mathematician if one is given proper guidance and training in the formative period of one's life. The role of mathematics is obvious in the ability of man to plan his life, analyze situations, compute, propel technology, handle institutions/organizations, innovate, achieve milestones, mine gold or drill oil, and produce offspring. Knowledge of mathematics fosters career choices. It affords the ingenuity that is required to weigh vocational options, placing the merits and demerits side by side, and unquestionably drifting towards a more rewarding one irrespective of the financial, psychological and social outlays that are likely involved. Mathematics without any doubt, enables vocational development. What seems to be the most important goal of education is to enable a child discover him or herself potentially in order to be self-sufficient. Mathematics comes handy because it is already a known fact that every endeavor of life is balanced, and involves different forms of calculations and numeric methods.

The knowledge of mathematics empowers man. The satisfaction that one can make logical calculations and take valid decisions is satisfying. Mathematics sharpens the intellect of man. The genuine effort to solve a problem develops the human mental faculty, and this boosts intellectual development as the ultimate objective. Man is a social animal and interacts/transacts with one another often. These diverse collaborations find relevance in the science of calculation and numbering, and involve exchange of currency, ideas and communication which can be quantified and regulated only by employing mathematics. Socially, mathematics augments human relationships taken to other spheres with economic, political, developmental undertones; and invariably dictates man’s associations and fraternity. With the application of mathematics, man becomes responsible. In children, it expedites character and personality advancements appropriately. If man from childhood is given education in order to avail himself of the opportunities to be resourceful, hence independent, then man needs a good moral background to manage the proceeds of these successes and discoveries/inventions. Mathematics instills moral discipline in human beings in ways that demonstrates losses and profits of every action taken. Using mathematics, it has been ascertained that man can be assisted to make decisions that are spiritually suitable depending on their dispositions. The holy books which are the manuals of religious practices require logical reasoning to comprehend and adhere to, which mathematics grooms one to acquire. One of the greatest strongholds of mathematics is its dynamic influence on commerce. This relevance is unrivalled as it is indispensable.
Even menial jobs like bus driving and assistant, house and shop keeping etc., all thrive on mental calculations that amount to simple mathematical computations. Also, farming requires mathematical reckonings to take agricultural decisions that are targeted at yielding a bountiful harvest. Feeding of livestock, maintaining livestock, administration of medication to husbandry, automating egg-hatching devices, nursing new puppies and piglets, applying soil fertilization; and other intricacies in farming, all require some degree of mathematical calculations. Mathematics is the building block of science and technology. Without mathematics, there is no science or technology. Medicine and communication sciences depend on mathematics. Statistical systems depend on mathematics. Physical sciences including Nano technology, artificial satellites, rockets etc., all find their inception in mathematical computations and theories. DNA sequencing and gene engineering as applied by fertility clinics; surgery, neuro-technologies etc. are all dependent on mathematical computations to reveal medical elucidations. Mathematical inputs are required for significant provision and preservation of infrastructure. Even for building/constructions and every branch of engineering, mathematical calculations are indispensable in achieving the accuracy that is required.

**Literature and Mathematics: A Poverty-Eradication Strategy**

The value of mathematics and literature is inimitable owing to their economic and social significance to human subsistence. Both endeavours have been found to be immensely helpful in the sustenance of life, in addition to their entrepreneurial boost towards eradicating poverty by affording flexible employment with little or no need for security. A society should naturally consist of groups of people who share one or more common interest or relate with one another, within a geographical or virtual space. In a more detailed definition, society refers to a group of individuals who are related economically, socially, industrially and politically. The knowledge of mathematics is economically beneficial, and if put in good use can increase earning capabilities in unique opportunities which the relevance of mathematics brings. Apart from the personal gains that are associated with it, the knowledge of mathematics provides flexible employment and a source of earning when carefully planned. Therefore, it becomes one of the major ways by which graduates can be fully employed on their own terms pending when the opportunity of other job opportunities or the decision to take up public appointments or private employment is desired.

There are three major ways by which tutoring mathematics can provide the dream earning that can sustain a Nigerian Science graduate especially in a time of economic regression currently prevalent in Nigeria. First, organizing online and onsite tutoring for students individually or in groups is gratifying. This means that as a mathematics tutor, it is possible to tutor students in the comfort of their homes or places arranged by their parents; or a group of students who assemble at a given place at a given time to be taught at specified periods in the week; such that the normal academic schedules of these students are not disrupted. This is called onsite tutoring. The advantage of this is that the students have tangible access to the tutor who can demonstrate answers, employ body language and provide interactive sessions in the class which boosts learning; while the disadvantages are mainly the fact that the tutor must be physical present which can be intricate sometimes especially when the tutor travels out of the location or totally indisposed for good reasons; the arrangement of a special venue for the classes which comes with cost implications; and an unfavourable environment with distractions when a student must be visited to be taught. Online tutoring involves teaching a student or a group of students, using the web as a medium of communication and a functional electronic device. These students and the tutor could be in different locations – sometimes, different cities and continents, while tutoring goes on using an electronic device that is connected to the internet. Sometimes, the employment of one or more software applications can be employed especially, connection and presentation software applications which must be installed to the electronic device in use by both the students and the tutor. Using these varied communication and presentation media, classes can go on while the student or the teacher may be relaxing in bed, in the restroom, in the living room, at a park, party, etc. Voice feature can be added to this setup using special audio and video software tools also. This way, a tutor can reach between 2-15 students at the same time, teaching them the same thing at the same time. Within a few hours, much more students can be reached in the
comfort of their locations. The cost implication includes acquiring electronic devices, installation of software applications which are sometimes paid for and data bundle for internet connection. In any case, the students can effectively relate with the tutor by asking questions, making illustration of gray areas and posting of queries offline (outside the class period).

Private tutoring is delivered by special arrangements and the earnings are determined by the number of hours of engagement as agreed upon. The good thing about online and onsite tutoring is that the sessions can be monitored by the parents using their own electronic devices where they are, as much as knowledge is imparted on the students in the required measure. The second way of earning using the knowledge of mathematics is creating a web presence where mathematics can be discoursed, solved and taught. It could be a web page used for the purpose of blogging, or social media pages for posting video/audio file via the internet for access by everyone. This is best achieved when it is done at no charge to beneficiaries as this drives traffic of many clicks to the website that eventually attract advertisements by companies and providers whose payments serve as the remuneration for the tutor/moderator/blogger whose efforts provides a platform for these gainful activities.

The third way by which the knowledge of mathematics can boost earning is publishing journals, workbooks and mini-books on mathematics either by sole effort or by a collective effort with others of like minds. Working around the different topics contained in the syllabus of a specific examination thoroughly and producing them in the form of affordable printouts that can be bought by students or their parents, can create earning opportunities; although piracy remains an issue. In the case of piracy and other such intrusions or breaches, the tutor can choose to work in tandem with the Ministry of Education or the local association for private school owners to distribute published work to schools at an affordable price based on which the schools can remarket to their students; thereby, affording the teachers and/or schools an earning opportunity as well, while helping their students with sound academic content that can facilitate their knowledge of mathematics.

Literature as art has provided employment for many since 500BC, beginning with the classical period in which literature lovers and playwrights engaged in competitions during the Greek festivals. Drama had been a gainful occupation from the classical period and even after the fall of Rome, when Christendom took over and abolished drama of the ancient Greek period, itinerant troupes existed. Today, drama transcends stage-acting to movie/film making which is usually associated with the suffix, ‘-wood’ like Hollywood, Nollywood, Ghallywood, Bollywood etc., to depict the origins of the dramatic ingenuity. These theatrical industries have provided employments for thousands of people in the past fifty years in America, Nigeria, Ghana and Nigeria etc. recently. In Nigeria, theatrical groups who performed stage plays began with troupes coordinated by Chief Olunde in the 60s and early 70s, and these gradually evolved as actors and actresses began to perform in radio plays and TV soaps especially in the late 70s up till the 90s. A ground-breaking feat was achieved in the early 90s, specifically in 1993 when the first indigenous movie was produced in Igbo language in Nigeria titled, ‘Living In Bondage’ starring actors like Kenneth Okonkwo, Kanayo O. Kanayo, Ngozi Nwosu, etc. and was widely accepted. This effort was to transform into what is known today as Nollywood, Nigeria’s indigenous filming industry – birthing the productions of locally-produced movies based on ethnic inclinations cutting across Hausa, Igbo, Yoruba, Edo, Ibibio, Efik etc. Currently, there are more movie producers than there are actors, and this is due to the lucrative and artistic benefits of producing movies which have become household delicacy in every home in Nigeria today. Many of these movie producers, directors, makeup artists, directors of photography, montage artists, actors, actresses, script editors, etc., are not necessarily professionally trained to do these. While some of them do not possess university degrees, the ones who do specialized in fields other than these areas.

Play-acting is a sure lucrative profession in the Nigeria of today and is easily available. Preparing students to eventually join this industry is a way of alleviating the joblessness that grips graduating students who may likely come across these opportunities on graduation but are inexperienced to take
up such lucrative challenges. If acting, script writing and stage/movie directing are taught as courses in the penultimate levels in university degree pursuits, students will be better placed to take up these professions after graduation; or even while still students. In fact, when this is institutionalized, it would be easier to galvanize students to form dramatic groups/troupes while on campus such that the established theatrical industry itself could shop for these students when need be. Remarkable Nigerian thespians include OC Ukeje, Olu Jacobs, his amiable wife Joke Silva-Jacob, Richard Mofe Damijo, Pete Edochie and his son, Yule Edochie, Genevieve Nnaji, Rita Dominic, Professor Laz Ekwueme, Late Nelly Uchendu, Kenneth Okonkwo, Emeka Ossai, Chiwetel Ejiofor and so many others, who have earned financial and social rewards in the drama industry. Like their counterparts in other parts of the world – Leonardo DiCaprio, Tom Cruise, Harrison Ford, Tom Hanks, Sandra Bullock, Will Smith, Jack Nicholson, Brad Pitt, Mel Gibson etc., these Nigerian thespians have also earned themselves international recognition with the world accolades in the form of awards and diverse opportunities.

Poetry is not a well-appreciated art in Nigeria yet, but many Poets make a living through live performances as spoken word artists – this is where the level of poetry appreciation in Nigeria terminates artistically-speaking. In essence, Spoken word art is a poem written on a page but performed for an audience. It relies on heavy use of rhythm, improvisation, rhymes, word play, and slang. Poets need to only understand their talent and make the best out of it. Not only are they astute and well-versed as poets, they are professional and well-positioned in the art industry to make an impact. This way, poets are able to establish their relevance in the artistic world by working in tandem with known entertainers, registering their ingenuity with organized and recognized societies whereby they are known for public performances which are usually relished by lovers of literary arts. The only way poetry thrives reasonably and profitably in Nigeria currently is the spoken word art. Many spoken word artists like Time Bello and Dike Chukwumerije are making mind-blowing impacts in the arts industry in Nigeria, and currently, Dike is being nudged by the youth to aspire to the upcoming 2019 general elections for the presidential candidacy. Supported widely by the youths especially in the social media, Dike Chukwumerije in his forties and one of the sons of a foremost Nigerian and one of the most respectable ministers Nigeria ever produced, the late Uche Chukwumerije, through spoken word art widely performed by him in solo or joint shows, have become a prodigy and is recently trending virtually with the hashtag #DikeChukwumerijeForPresidency2019. There is currently a Facebook page administered by his fans which is dedicated to this presidential ambition and records thousands of followers. Through spoken word art, Dike is able to re live the Nigeria that today’s youths strongly desire and successfully creates a mental picture of an ideal Nigeria where leadership should be flexible and characterized by a human face. He always reminisces on the past glory of the Nigerian nation, from where it derailed to the abysmal state of affairs that currently grips the nation, in the midst of the hopelessness that stare every youth in the face by the hour. Like a crusader that he is, Dike’s art has given a multiplicity of opportunities to appeal to the consciousness of the Nigerian youth especially to the result of the decadence of their future, and creates a picture of an El Dorado which can only be achieved by their resilience and promptness in action. Not only does Dike receive financial remuneration from his art, but also a popularity that cannot be equaled with any monetary reward beyond his time.

Fiction written in the form novels, novellas and short stories are trending especially among children and young adults. Stories relating to science and fantasy, adventure, love and adventure etc. are common themes that appeal to young adults and kids between the ages of eight and fifteen. The reading culture of the Nigerian public has been recorded as zero in the past two decades, and this is traced to a slack in the effort of the Nigeria academia and literati to boost the reading capacity of students while in school. Writing fiction comes with a huge challenge that is immediately rewarded moneywise, because a fiction writer does not stop at writing and printing those works, but moving to ensure that the books end up on the desks of the readers. This entails a lot of communication with educational stakeholders and decision-makers who must key into this vision to become reality.
Writing fiction which extols good morals and enhances the morale of a growing child that kindheartedness, selflessness and ingenuity pays, must be embarked on by the youths of today not just for financial gains, but for moralistic purposes for better leaders of tomorrow. A writer must not be a graduate of Creative Arts or English Literature to produce a work of literature, especially fiction or nonfiction. The services of book editors and script interpreters can be sourced to edit such works and make them ready for publication and consumption by the reading public. As soon as these books are certified to be readable by the publisher, a readiness to sell the idea individually to the end users should not be bequeathed to the itinerant book vendor, but passionately taken up by the writer by visiting schools, reading clubs, libraries; and organize youth initiative conferences and competitions etc. Because nonfiction works are realistic accounts, producing them can be quite dignifying and recompensing. Many successful business magnates, academicians, politicians, mentors, religious leaders, artists, and even writers, at some point in their lives seek to pen down their lives’ success and challenge stories for publication or for archiving. People in leadership positions, busy or handicapped individuals who deem themselves successful in their areas of specialties mostly have the urge to write about their experiences, and as a way of appeasing individuals who played remarkable roles that saw them at the apex in which they found themselves. Such individuals who are unable to make this writing journey all by themselves, may contract a graduate to help pen these thoughts and experiences. That is where a student who has been taught to write nonfiction comes handy. Not only does this come with financial remuneration, it affords this writer the rare opportunity of being inundated with such precious incentives, information and sagacious renditions which may be equally beneficial in the near future. Many autobiographies were not actually written by the said authors. Literary and Practical nonfiction consists of many components that can be leveraged by the students based on which they are prepared during their penultimate studies. User guides, use cases, training guides, setup guides, administrative guides, newsletter and magazine articles, literary reviews, ghost write-ups, memoirs etc. are all examples of literary and practical nonfiction works which graduating students can leverage on to earn, as much as the technical know-how of producing such documentation are inclusive of the newly-introduced literature course. Whether literature or mathematics, the students choose the desired option and are groomed thoroughly to thrive in them right before graduation. Mock industries would be established within the campuses to foster the newly-acquired knowledge for practical experience prior to after-campus career/life. Graduating students deserve qualitative education that affords them recognition and entrepreneurial opportunities after graduation.

Conclusion

Empowering people with the right information/knowledge remains the ideal investment that extradites poverty and instates socio-economic growth and instruments for guaranteed sustainability. According to a publication by the Trinidad and Tobago Chamber of Industry and Commerce, it is assumed that the most successful economies in the world are those that invest the most in its human resources. Understandably, the wealthiest and most successful national economies in the world are characterized by huge investments in research and development, transformers of research into tangible and vendible services and products, outstanding educational structures and a perfect liaison between educational institutions and industry. With all these on ground, a trained and well-educated citizenry is a requisite. It is already established that education is one of the prerequisites of poverty eradication and socio-economic development. In addition, developing versatile curricula that will augment the students’ fields of study to enable them function appropriately in the dog-eat-dog society to which they are launched at graduation. Literature and Mathematics among all specialties provide that escape from untold hardships and financial bankruptcy which harasses young graduates and cowers many of them to engage in fraudulent and unbecoming activities and compromises with dire consequences. The conundrum in the execution of the introduction of this combo of compulsory courses would be developing matching curricula that will capture the appropriate content which may be introduced not just at the penultimate level but from second through the penultimate levels to allow time to fully cover the required syllabuses designed for the programmes.
In the light of this, students will be advised/allowed to choose one course at a time; but may take both courses as far as the recommended number of credit unit load is not exceeded. The student who opts to offer both the literature and mathematics courses is more positioned to earn better, fit into the job market and actually have access to a better entrepreneurial platform to harness acquired talents for economic rewards. This paper seeks to urge the stakeholders especially the Nigeria Universities Commission (NUC) in developing the curricula that will pilot these new courses, to inaugurate a touchstone committee that will be made up of experienced and erudite educationalists, the honourable Ministers of Education, State Commissioners of Education, Past education Ministers, retired Vice Chancellors, Provosts and Rectors, Scholars and Research agencies, who will be collectively mobilized under the aegis of the committee, with every necessary incentive and authorization, to identify, design/develop, execute and facilitate the curricula for these new courses should base their recommendations, decisions, and blueprint, not largely on their past experiences, concurrent situations in other countries within and outside Africa, economic conditions of only one or two ethnicities; but on the current situation of the general populace of the Nigerian nation, the current experiences prevalent in the job market, live scenes on Nigeria’s roads and walkways, fiscal projections within the next two or three decades, evaluation of consequences of implementation of similar recommendations, decisions and blueprints in similar societies; and also, by public opinions which can be reached through questionnaires, thorough research and direct interaction with the lecturers and students who are the main actors in the new programmes, bearing in mind the obnoxious consequences of joblessness of Nigerians who are unable to offer help to themselves. Also, awareness regarding these new programmes should be communicated to both the students and the lecturers who will handle the courses. The workability should be conveyed in realistic terms, and every incentive required should be put in place for apposite implementation.

The students have a huge role to play in the implementation of this viable programme which is meant to boost their knowledge and at the same time, position them rightly in the competitive world to which they are launched as soon as their studies are over. High expectations, unrealistic aspirations and baseless assumptions should be expelled from the confines of the scheme within which these programmes will be tailored. Commitment to these schemes will not only provide a leeway for students to score higher Grade Points A (GPA), but will also achieve the objectives of their conception. This paper attempts to advocate that financial and technological incentives should be made available to participating lecturers to ensure that the goals of this programme are achieved to the latter. Guilds/Associations should be established and fostered to provide students with practical platforms where they can relive classroom experiences, as though a mock world. That way, all mistakes are made in-house; in a not-too-serious terrain and less costly consequences that are promptly rectified before the real world is eventually encountered. It then surmises that when fully developed and implemented, every mechanism must be put in place to sustain these new programmes to be introduced in both public and private owned higher institutions. These may be extended from the traditional universities to Higher National Diploma student programmes in Polytechnics and Colleges. The Department of English and Literary Studies and Mathematics respectively existing in every Nigerian university should be fortified and readied to provide support for these programmes as the mother departments; while the GST units liaise with these departments to ensure a smooth running of the programmes in the individual institutions.

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