

INQUIRY-BASED LEARNING: FROM PLATO'S *THE REPUBLIC* TO JOHN DEWEY'S *EXPERIENCE AND EDUCATION* TOWARD SUSTAINABLE PRODUCTIVITY AND ECONOMIC GROWTH IN NIGERIA

Ekoh, L. A.^{1*}, Eneh, C. A.², Onyebuchi, G. C¹.

¹Department of Educational Foundations, Nnamdi Azikiwe University, Awka

²Department of Agricultural Economics, University of Nigeria

* Author for correspondence; Email: la.ekoh@unizik.edu.ng

Abstract

This paper explores the evolution of educational philosophy from Plato's *The Republic* to John Dewey's *Experience and Education*, analyzing their relevance to contemporary educational practices and their potential contributions to sustainable economic growth in Nigeria. By tracing the core principles of these philosophical texts, particularly in relation to inquiry-based learning, this study investigates the interplay between educational models, human capital development, and national productivity. It highlights the challenges faced by Nigeria's educational system and examines how the application of inquiry-based learning approaches can foster economic development. Through an interdisciplinary lens, the paper underscores the importance of education in shaping a productive workforce and advancing sustainable growth, offering actionable recommendations for policymakers and educators in Nigeria.

Keywords: Inquiry-Based Learning, Education for Economic Growth, Educational Philosophy, Sustainable Development, Human Capital Development

Introduction

Educational philosophy has long shaped the structure and function of societal governance and productivity. From ancient Greece to modern-day democratic societies, thinkers such as Plato and John Dewey have offered profound insights into how education can influence personal development and societal progress. Plato, in his seminal work *The Republic*, emphasizes a structured educational system aimed at creating a just society. In contrast, John Dewey, through his work *Experience and Education*, advocates for a more dynamic, experiential learning process that fosters critical thinking and democratic participation (Coetzee, 2024). This paper investigates the relevance of these two

educational philosophies, focusing on how inquiry-based learning rooted in these frameworks can contribute to the sustainable economic growth of Nigeria.

Nigeria, as an emerging economy with a youthful population, faces significant challenges in transforming its education system to foster the kind of human capital necessary for long-term economic sustainability (Ajayi, Ogunyemi & Sotonade, 2022). While Plato's educational model emphasizes rigid structure and societal roles, Dewey's approach is more aligned with fostering innovation and critical thinking—skills essential for modern economies. This paper proposes a synthesis of these educational philosophies to address Nigeria's educational needs and contribute to national productivity.

Literature review

Plato's *The Republic* and its Educational Philosophy

Plato's *The Republic* provides a comprehensive vision of education as a tool for justice and societal harmony. In his ideal state, education plays a pivotal role in developing a just society by shaping individuals according to their natural abilities. Education, for Plato, is both a moral and intellectual endeavor designed to foster individuals who are equipped to contribute to society's well-being. His theory of the tripartite soul (rational, spirited, and appetitive) informs his educational model, which is designed to nurture all aspects of the individual (Hong & Tu, 2023; Plato, 1992).

While Plato's model has been critiqued for its rigid class structure and potential to perpetuate inequality (Nussbaum, 1997), it remains influential in its assertion that education is central to societal functioning. His emphasis on intellectual education for the ruling class, although elitist, highlights the need for specialized knowledge in leadership—a principle still applicable in modern educational systems, especially in leadership training programs (Dillon, 2025).

Dewey's *Experience and Education* and its relevance to Inquiry-Based Learning

John Dewey's *Experience and Education* challenges traditional educational practices by promoting a philosophy of learning that is experiential and rooted in the principles of democracy. Dewey argues that education should not merely prepare students for life but should be an integral part of life itself, grounded in meaningful experiences that shape learners' future endeavors (Hassen, 2022; Dewey, 1938).

In his view, education is a continuous process where students actively engage with their environments, solving real-world problems. Dewey's model emphasizes the role of the teacher as a facilitator who designs learning environments that encourage curiosity, exploration, and critical thinking (Cloke, 2023). This aligns with the modern focus on inquiry-based learning, where students take ownership of their learning journey, guided by inquiry and reflection.

Education for economic growth in Nigeria

Nigeria's education system faces significant challenges, including inadequate infrastructure, outdated curricula, and a lack of alignment between educational outcomes and labor market needs (Nwobodo & Chukwu, 2023). However, the country's youthful population presents an opportunity for leveraging education to fuel economic growth. By adopting inquiry-based learning, which encourages critical thinking and problem-solving skills, Nigeria can develop a workforce capable of driving innovation and economic diversification (Imam, 2020).

Plato's structured educational system and Dewey's focus on experiential learning both have potential applications in addressing Nigeria's educational deficits. Combining these approaches could offer a balanced framework for nurturing a workforce that is both intellectually skilled and adaptable to the changing demands of a globalized economy.

Structured educational system: Issues and linkages

1. Education as a catalyst for national development

Education serves as the cornerstone for the development of human capital, which is essential for achieving sustainable economic growth. Plato's vision of a just society can be adapted to the Nigerian context, where education plays a crucial role in equipping individuals with the skills necessary for societal and economic contribution. Dewey's model complements this by emphasizing the importance of experiential learning in fostering creativity, innovation, and problem-solving abilities—skills needed in modern economies (Hong & Duy, 2023; Dewey, 1938).

2. The role of Inquiry-based Learning in Workforce development

Inquiry-based learning, rooted in both Plato's and Dewey's educational philosophies, can be instrumental in the development of a highly skilled and adaptable workforce. By encouraging students to ask questions, explore solutions, and critically assess information, inquiry-based learning aligns with Dewey's call for active engagement and with Plato's focus on intellectual development (Hickman, 2009). In Nigeria, where unemployment and underemployment are major challenges, integrating inquiry-based learning could empower students to transition from education to productive employment, fostering both innovation and entrepreneurship (Nwobodo & Chukwu, 2023).

3. Bridging the gap between Education and Economic needs

One of the primary concerns in Nigeria is the gap between educational outcomes and labor market needs. Education systems that prioritize rote memorization and outdated curricula fail to equip students with the skills required for economic advancement. A synthesis of Plato's emphasis on specialized knowledge and Dewey's focus on practical,

real-world experience could bridge this gap, ensuring that educational programs are more aligned with the demands of the economy (Gee, 2023; Nussbaum, 1997).

4. Challenges in applying educational models in Nigeria

The application of both Plato's and Dewey's models in Nigeria presents numerous challenges. Plato's rigid class-based system conflicts with the contemporary emphasis on equality in education. Meanwhile, Dewey's emphasis on experiential learning may struggle to gain traction in a system that is heavily influenced by standardized testing and rote learning (Politicaqna, 2025; Imam, 2020). However, these challenges also offer opportunities for reform, particularly through the adoption of inquiry-based learning practices that balance intellectual and practical skills.

Propositions, issues, and concerns

1. Inquiry-Based Learning

Inquiry-based learning (IBL) is an educational approach that prioritizes the process of learning through questioning, exploration, and problem-solving. This pedagogical model diverges from traditional teacher-centered methodologies by placing students at the center of the learning process. In inquiry-based learning, learners are encouraged to ask questions, explore solutions, and critically engage with content in a way that promotes deeper understanding and fosters a sense of curiosity (Vasuki, Celestin & Kumar, 2016).

The approach can be traced back to the educational philosophies of figures like Plato and Dewey. Plato's educational framework emphasizes the importance of intellectual and moral training to create well-rounded individuals capable of contributing to society's justice and harmony (Plato, 1992). Dewey, on the other hand, advocates for a student-centered learning environment that thrives on active engagement and real-world experiences. Inquiry-based learning aligns with Dewey's belief in learning through

experience, where students interact with their environment, pose questions, investigate issues, and develop critical thinking skills in the process (Dewey, 1938).

In the context of Nigeria, inquiry-based learning has the potential to address the country's educational deficiencies by moving away from rote memorization and passive learning to a model that emphasizes creativity, problem-solving, and critical thinking. By empowering students to engage in inquiry, they not only gain subject knowledge but also develop the skills necessary for navigating the challenges of the modern economy (Acar & Tuncdogan, 2019). This dynamic learning process fosters intellectual independence, encourages lifelong learning, and prepares students to contribute meaningfully to societal and economic advancement.

Furthermore, inquiry-based learning aligns with the principles of sustainable development by fostering a mindset that continuously seeks solutions to complex problems (Acar & Tuncdogan, 2019). As Nigeria strives to diversify its economy and address its socio-economic challenges, the ability of its citizens to think critically and adaptively becomes increasingly crucial.

2. Interplay between educational models and Inquiry-based learning

The integration of different educational models, such as Plato's structured, hierarchical approach and Dewey's progressive, experiential model, creates a complex but complementary relationship with inquiry-based learning. Plato's model, while emphasizing the role of education in fostering a just society, advocates for a structured, intellectual, and role-based educational system. This structured approach has clear strengths, particularly in creating specialized knowledge and preparing individuals for distinct societal roles, such as the philosopher-king. However, in a modern context, particularly in developing economies like Nigeria, such a rigid system may stifle

creativity and fail to equip students with the critical thinking skills necessary for tackling today's complex challenges (UNIZIK Research Repository, 2025).

In contrast, Dewey's emphasis on experiential, student-centered learning forms the basis for inquiry-based learning. Dewey believes that knowledge is best constructed through active participation and interaction with one's environment, allowing learners to engage in meaningful activities that encourage problem-solving, collaboration, and inquiry (Dewey, 1938). This method aligns closely with the inquiry-based approach, where students are not passive recipients of knowledge but active participants in their learning process.

The interplay between these models becomes particularly significant in the context of Nigeria's educational reform. By blending Plato's structured approach, which can ensure foundational knowledge and intellectual rigor, with Dewey's experiential inquiry model, educators can create a balanced system that encourages both specialized expertise and critical problem-solving abilities. The incorporation of inquiry-based learning into such a hybrid model allows students to not only master content but also apply it in real-world scenarios, fostering a deeper understanding and enhancing their ability to adapt to diverse challenges (Won, 2010).

In Nigeria's case, the hybridization of these models could help overcome the existing educational system's limitations. Plato's emphasis on the formation of intellectual elites, when adapted with Dewey's student-centered inquiry-based methods, can create a system that nurtures both intellectual depth and the flexibility necessary for innovation and entrepreneurship. This would ultimately enable Nigeria to better meet the demands of the global economy and contribute to national development (UNIZIK Research Repository, 2025).

3. Human capital development and Inquiry-based learning

Human capital development refers to the process of improving the skills, knowledge, and capabilities of individuals within a society, thereby enhancing productivity and economic growth. In the context of Nigeria, human capital is the bedrock of the country's economic development, particularly as it seeks to transition from a resource-dependent economy to one driven by knowledge, technology, and innovation (Ajayi, Ogunyemi & Sotonade, 2022). The importance of education in human capital development cannot be overstated, as it is through education that individuals acquire the skills and competencies needed to participate meaningfully in the labor market.

Inquiry-based learning plays a crucial role in human capital development by fostering the critical skills needed for personal and professional growth. Unlike traditional education systems that prioritize memorization and rote learning, inquiry-based learning encourages the development of problem-solving, analytical thinking, collaboration, and adaptability—skills that are essential for navigating the complexities of the modern workforce (Hickman, 2009).

In Nigeria, the integration of inquiry-based learning into the education system could address some of the significant gaps in human capital development. Many Nigerian graduates enter the labor market with theoretical knowledge but lack the practical skills necessary to excel in a rapidly changing economy (Ajayi, Ogunyemi & Sotonade, 2022). By emphasizing inquiry-based learning, educators can better equip students with the tools they need to become critical thinkers and effective problem-solvers, directly enhancing their employability and productivity.

Moreover, inquiry-based learning encourages the development of self-directed learners who are capable of continuously acquiring new knowledge and skills. This is particularly important in an era where technological advancement and global economic

shifts require workers to be adaptable and open to lifelong learning (UNIZIK Research Repository, 2025). As Nigeria seeks to diversify its economy, developing a human capital base that is both skilled and adaptable will be essential to fostering economic growth and reducing unemployment.

4. National productivity and Inquiry-based learning

National productivity, in the context of economic development, refers to the efficiency with which a country's resources, particularly labor, are utilized to produce goods and services. High national productivity is a key driver of economic growth and is dependent on the quality of human capital, technological innovation, and the effective allocation of resources. Inquiry-based learning, as an educational approach, can have a profound impact on national productivity by cultivating a workforce that is skilled, innovative, and capable of solving complex problems (Yu, Dilanchiev & Bibi, 2024).

In Nigeria, the current education system has faced criticism for its failure to produce graduates who are ready to meet the demands of the modern economy. Traditional educational methods that prioritize memorization and standardized testing often fail to equip students with the critical thinking and problem-solving skills required for workplace success. This lack of preparedness contributes to the country's high unemployment rates, particularly among university graduates (Nwobodo & Chukwu, 2023).

By incorporating inquiry-based learning into Nigeria's educational framework, the country can foster a more productive workforce. Inquiry-based learning empowers students to engage with real-world problems, conduct research, and develop practical solutions—skills that are directly transferable to the workplace. As students learn to think critically and approach problems with a solution-oriented mindset, they become more innovative and better equipped to contribute to national productivity.

Additionally, inquiry-based learning nurtures creativity and entrepreneurship, which are crucial for diversifying Nigeria's economy and reducing reliance on oil and gas revenues. By cultivating a culture of inquiry and innovation, inquiry-based learning can contribute to the development of new industries, the improvement of existing sectors, and the generation of new economic opportunities (Yu, Dilanchiev & Bibi, 2024). As such, the integration of inquiry-based learning into Nigeria's education system can play a significant role in driving sustainable productivity and economic growth.

5. Interplay between educational models, human capital development, and national productivity

The relationship between educational models, human capital development, and national productivity is intricate, as each factor influences and reinforces the others. As previously discussed, Plato's structured approach to education emphasizes the importance of specialized knowledge and intellectual rigor, while Dewey's progressive, experiential model fosters critical thinking, problem-solving, and collaboration. The integration of these models, particularly through the lens of inquiry-based learning, offers a comprehensive approach to addressing Nigeria's challenges in human capital development and national productivity.

Educational models shape the skills and competencies that are developed in students, which in turn influence human capital. Plato's emphasis on a well-ordered educational system that cultivates intellectual abilities aligns with the need for specialized skills in key sectors such as science, technology, and governance. Dewey's emphasis on experiential learning complements this by ensuring that students not only acquire knowledge but also learn to apply it in practical, real-world contexts. The application of inquiry-based learning, which combines elements of both models, can help develop a

more adaptable, innovative workforce that is prepared to meet the dynamic needs of the economy (ISHCMC, 2024).

Human capital development is the bridge between education and productivity. A highly skilled, adaptable workforce is the key to increasing national productivity. Inquiry-based learning, by promoting critical thinking and problem-solving skills, enhances the ability of individuals to innovate and perform effectively in the workforce. In Nigeria, where many sectors are underdeveloped or rely on outdated methods, a shift toward inquiry-based learning could spur innovation, improve labor productivity, and contribute to the diversification of the economy (Nwobodo & Chukwu, 2023).

In this context, the interplay between educational models, human capital development, and national productivity creates a feedback loop: as the educational system produces more skilled and adaptable individuals, national productivity increases, which in turn supports further investments in education and human capital development. This cycle of improvement is essential for driving sustainable economic growth in Nigeria, enabling the country to harness its human resources effectively and build a more resilient economy.

Asian Tigers, Inquiry-based learning, balanced framework for structured educational system, technological innovation and advancement: assessment of the linkages

The concept of inquiry-based learning is an essential pedagogical approach to encourage students to engage with content actively, ask questions, and seek solutions through exploration and critical thinking. Drawing from the experiences of Singapore, South Korea, Taiwan, and Hong Kong, known collectively as the Asian Tigers, this study explores how these nations have developed educational models that have significantly contributed to their remarkable economic progress and technological achievements.

The Asian Tigers: a model of educational excellence and economic success

The rapid economic growth of the Asian Tigers in the latter half of the 20th century stands as a testament to the power of systematic investments in education, coupled with robust economic strategies. Each of these countries has charted unique paths to development, yet they share commonalities in their emphasis on high-quality education and innovation-driven economies. Central to the educational strategies of these nations has been the implementation of a balanced and structured educational system, one that integrates a variety of learning approaches, including inquiry-based learning (Corporate Finance Institute, 2025; Investopedia, 2025; Agba & Ozor, 2018).

Singapore is often heralded as the gold standard in educational reform. The nation's approach combines rigorous curriculum frameworks with opportunities for student inquiry and creativity. Inquiry-based learning in Singapore's schools has been embedded in science and humanities subjects, where students are encouraged to pose questions, conduct research, and engage in problem-solving activities. This has not only nurtured an inquisitive mindset among students but also played a crucial role in developing a highly skilled workforce that is capable of driving innovation in technology and business (Corporate Finance Institute, 2025; Investopedia, 2025; UNIZIK Research Repository, 2025; Agba & Ozor, 2018).

South Korea has also embraced a structured yet flexible educational system that focuses on inquiry and critical thinking skills. Its educational reforms emphasize research-driven learning, technological proficiency, and fostering creativity. With a focus on STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, South Korea has prepared its youth to navigate and thrive in the increasingly technological global economy, positioning the country as a leader in digital innovation and

industrialization (Corporate Finance Institute, 2025; Investopedia, 2025; Gholam, 2019; Agba & Ozor, 2018).

Taiwan, a relatively small island nation, has been able to leverage its education system to develop an advanced high-tech industry, particularly in semiconductors and electronics. Taiwan's educational framework emphasizes inquiry-based learning methods that encourage scientific exploration, creative problem solving, and the ability to apply knowledge practically in technological fields (Corporate Finance Institute, 2025; Investopedia, 2025; Acar & Tuncdogan, 2019; Agba & Ozor, 2018).

Hong Kong has developed an educational system that incorporates inquiry-based methods, focusing heavily on enhancing students' ability to think critically and independently. This approach has played an important role in Hong Kong's transformation into a leading global financial center and technology hub (Corporate Finance Institute, 2025; Investopedia, 2025; Curren, 2025; Coetzee, 2024; Agba & Ozor, 2018; Glassman, 2001).

Inquiry-based learning and sustainable economic growth

Inquiry-based learning (IBL) involves a process where students engage in self-directed learning through questioning, investigation, and problem-solving. This method contrasts with traditional, rote-based educational approaches that emphasize memorization and passive reception of information. The success of the Asian Tigers can be linked to their ability to develop curricula that nurture these cognitive skills (ISHCMC, 2024).

In the context of economic growth, the emphasis on inquiry-based learning fosters a generation of individuals who are not only proficient in technical knowledge but are also skilled in innovation and critical thinking. The ability to adapt to rapid technological changes, solve complex problems, and think creatively (components of IBL) is vital for

a nations' economic transformation and her competitive edge in the global marketplace (Gholam, 2019).

Moreover, inquiry-based learning contributes to sustainable productivity by promoting lifelong learning and adaptability, two critical qualities needed in a world where industries are constantly evolving. In the case of the Asian Tigers, education systems that prioritize inquiry have helped create a highly skilled and adaptable workforce, ready to tackle challenges in technology, manufacturing, and service industries, thereby driving sustainable economic growth (Corporate Finance Institute, 2025; Investopedia, 2025; Agba & Ozor, 2018).

Balanced framework for structured educational systems

A key lesson that the Asian Tigers offer is the importance of a balanced framework for their educational systems. This framework must combine structured learning objectives with the flexibility to foster creativity, critical thinking, and problem-solving skills as follows (Corporate Finance Institute, 2025; UNIZIK Research Repository, 2025; Nwobodo & Chukwu, 2023; Investopedia, 2025; Agba & Ozor, 2018):

- **Curriculum structure:** The educational systems in the Asian Tiger-countries maintain rigorous standards for subjects such as mathematics, science, and languages, while also providing room for inquiry-based projects and critical thinking exercises. A well-balanced curriculum ensures that students are not only acquiring foundational knowledge but are also encouraged to explore concepts deeply and independently. This results in the development of a workforce capable of tackling the most complex challenges in today's rapidly changing world.
- **Teacher training and professional development:** In the Asian Tigers, teachers are seen not just as facilitators of information but as guides in the inquiry process. Their role is central in fostering a culture of curiosity and independent learning.

The professional development of teachers is prioritized, equipping them with the skills to design inquiry-based lessons, assess student progress in dynamic ways, and use technology to enhance learning outcomes. This is crucial in ensuring that the principles of inquiry-based learning are effectively implemented in classrooms.

- **Technology integration:** The integration of technology into the educational framework is another key element of the balanced structure. In the Asian Tigers, educational systems have embraced technological tools that facilitate inquiry, such as interactive digital platforms, research databases, and simulation software. This technological integration not only enhances the learning experience but also prepares students for an increasingly digitalized world.

Technological innovation and advancement

The link between inquiry-based learning and technological innovation is particularly significant. Inquiry-based learning encourages curiosity and experimentation, which are fundamental to scientific discovery and technological advancement. Countries that have invested in inquiry-based educational systems have, in many cases, reaped the rewards of innovation in sectors such as Information and Communications Technology (ICT), robotics, artificial intelligence (AI), and biotechnology.

1. **Research and Development (R&D):** The integration of inquiry in education fosters an R&D-driven mindset, where students learn to investigate, test hypotheses, and develop new solutions. This mindset is essential for fostering a culture of innovation that can translate into breakthroughs in technology and science (Nahar & Machado, 2025; Australian Government, 2025; Qablan *et al.*, 2024; Kotsis, 2024; Urdanivia-Alarcon *et al.*, 2023). The technological

innovations in the Asian Tigers are, in many ways, a direct result of this approach to education.

2. **Industry-education collaboration:** Another key linkage between education and technological advancement is the collaboration between industries and educational institutions. In the Asian Tigers, many technological companies partner with universities and schools to offer real-world problem-solving opportunities for students (Nahar & Machado, 2025; Australian Government, 2025; Qablan *et al.*, 2024; Kotsis, 2024; Urdanivia-Alarcon *et al.*, 2023). These collaborations ensure that the next generation of workers is prepared to meet the demands of the technology-driven economy.
3. **Technological infrastructure in Schools:** The provision of cutting-edge technological resources in classrooms in countries like Singapore and South Korea has been pivotal in bridging the gap between education and technological development. The use of online learning tools, coding programs, and robotics kits ensures that students are not just passive consumers of technology but are actively engaged in creating and innovating (Nahar & Machado, 2025; Australian Government, 2025; Qablan *et al.*, 2024; Kotsis, 2024; Urdanivia-Alarcon *et al.*, 2023).

Inquiry-based learning and Nigeria's Sustainable Development Goals (SDGs)

The lessons learned from the Asian Tigers can be particularly beneficial for Nigeria, a country aiming to achieve sustainable economic growth and productivity through education and technological innovation. In Nigeria, there is a need for a paradigm shift in the educational system—moving from traditional, rote memorization methods to more inquiry-based learning approaches. By investing in a balanced educational framework that includes the integration of technology, Nigeria could harness the same

types of innovations seen in the Asian Tigers. With an emphasis on fostering critical thinking and problem-solving skills, Nigeria can develop a workforce capable of driving technological advancement and contributing to economic growth in sectors such as agriculture, technology, and manufacturing (Nairametrics, 2023; Cowrywise, 2023; Agba & Ozor, 2018).

In conclusion, the combination of inquiry-based learning, a balanced educational framework, and technological innovation has proven to be a powerful catalyst for the economic growth of the Asian Tigers. By adapting and integrating these principles into Nigeria's educational reforms, the country can move towards achieving its own sustainable productivity and economic development. Furthermore, the continuous advancement of technology, coupled with an inquiry-driven educational system, will be essential in ensuring that Nigeria remains competitive on the global stage in the coming decades.

Propositions for Integrating Inquiry-Based Learning

1. **Curriculum reform:** To promote sustainable productivity, the Nigerian education system must incorporate inquiry-based learning methodologies that encourage critical thinking and problem-solving. This reform should align with the needs of the global economy, focusing on practical, real-world applications of knowledge (Hickman, 2009).
2. **Teacher training:** Teachers must be equipped with the skills to facilitate inquiry-based learning. This involves a shift from traditional teaching methods to ones that promote active engagement and self-directed learning, as championed by Dewey (Cloke, 2023).
3. **Public-Private partnerships:** To ensure that educational outcomes align with labor market needs, Nigeria should foster collaborations between educational

institutions and industries. This will help bridge the skills gap and ensure that graduates are ready for the workforce (Nwobodo & Chukwu, 2023).

Implications for National Development

The integration of inquiry-based learning, rooted in the educational philosophies of Plato and Dewey, has profound implications for Nigeria's national development. First, it can contribute to the creation of a workforce that is not only skilled but also innovative and adaptable critical components for driving economic diversification. Second, a shift towards more democratic, student-centered learning can empower individuals, fostering a culture of lifelong learning and civic engagement. Finally, by adapting educational frameworks to the needs of the modern economy, Nigeria can enhance its competitiveness on the global stage.

Conclusion

This paper examined the educational philosophies of Plato and Dewey, highlighting their relevance to contemporary educational practices in Nigeria. It proposes that inquiry-based learning, inspired by both philosophers, can serve as a catalyst for sustainable economic growth by fostering a highly skilled and innovative workforce. While challenges remain in applying these educational models in Nigeria, the potential benefits for national development are significant. By reforming the education system to incorporate inquiry-based learning, Nigeria can ensure that its young population is equipped with the skills necessary to drive economic growth and achieve long-term sustainability.

Recommendation

1. **Implement Inquiry-based learning:** Incorporate inquiry-based learning into the national curriculum to promote critical thinking, creativity, and problem-solving skills.

2. **Enhance Teacher professional development:** Train educators to facilitate inquiry-based learning by emphasizing experiential, student-centered teaching methods.
3. **Foster Educational-Industrial collaborations:** Encourage partnerships between educational institutions and industries to ensure that curricula align with labor market needs and promote sustainable employment.
4. **Promote Inclusive education:** Ensure that educational reforms are inclusive, providing equal opportunities for all segments of society to access quality education and contribute to national development.

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