

Reimagining Teachers' Education in Nigeria for Global Competencies and Employability: Perspective of Lecturers of Colleges of Education in Anambra State

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Abstract: *The study examined how teachers' education can be reimagined in Nigerian Colleges of Education to promote global competencies and employability. Descriptive survey research design was used, and answers were provided to three research questions designed in this study. Population of the study comprised 3,708 lecturers of selected colleges of education in Anambra State, while a sample size of 370 lecturers was drawn using a proportionate sampling technique. Cronbach's Alpha technique was used to verify the questionnaire's reliability with a cumulative coefficient of 0.88. Weighted Mean and frequency tables were used to answer the research questions. Results showed, among others, that global citizenship and ethics, technology and digital literacy, communication and multilingual skills, and cultural awareness and sensitivity need to be embedded into teacher education in Colleges of Education. Concluding, there is an urgent need for teacher education to be re-imagined to align with global trends and practices for global competencies and employability.*

Keywords: reimagining, teacher education, global competencies, employability, colleges of education.

INTRODUCTION

Teachers' education is a cornerstone for social change and national development of any country that aspires to succeed in this 21st century of digitalized economy, as the quality of teachers produced directly impacts the quality of learning outcomes at all levels of the educational system and determines its economic sustainability for employability. This may help to explain why the quality of teachers' education is closely linked to the quality of the education process outcomes. Ubadudu (2024) affirmed that poor quality education is widely acknowledged to have some adverse effects on students' academic performance, poor lifestyle choices, professional growth and development, and general well-being, which will conversely affect the growth and development of the country. Teacher education is crucial to creating dynamic, excellent educators who can meet the educational needs of students in the twenty-first century.

This demands that the framework and policy on teachers' education must be reimagined, equipping teachers with the necessary competencies and skills needed to function credibly well in their chosen profession. Teacher education must deal with issues of curriculum, retraining, professional development, conditions of service/welfare, career path, and growth (Jokthan, 2012) to enable teachers to perform effectively and efficiently in a digitalized economy. Therefore, basic skills beyond literacy and numeracy, which are often referred to as 21st-century skills, are critical for excellent education and learning, with a focus on the competencies required for effective instruction (Karacaoğlu, 2025).

The 21st-century educator must, in other words, be well-versed in the methods, pedagogies, and collaborations essential for successful learning, work, and the lives and well-being of students in the 21st century. Not surprisingly, Adeosun (2014) added by buttressing that teachers' education should encompass information literacy, classroom technology use, and knowledge, and that these should be lifelong pursuits. Teachers who possess 21st-century abilities themselves will be more engaged in the ever-changing labor market and equip students with cutting-edge digital competencies that apply to the workplace, society, and industry. This is particularly important as the world keeps evolving into a knowledge-driven, collaborative, digital, and interconnected society, necessitating new competency standards, ongoing professional development, and reforms in teacher education to incorporate technology and adjust to new learning environments in a shifting global education landscape.

In Nigeria, teachers' education has long been anchored by institutions such as colleges of education, institutes of education, faculties of education in universities, and specialized agencies like the National Teachers' Institute. Among these, Colleges of Education (COE) in Nigeria are the main concern of this empirical study, and they are specifically mandated to produce teachers for the basic education level, thereby playing a crucial role in the overall education system (Federal Republic of Nigeria, FRN, 2014). Teachers undergo three years of training and education, depending on the courses they are pursuing. When completed, teachers who attended Colleges of Education and Institutes receive the Nigeria Certificate in Education (NCE) (FRN, 2014, Adeosun, 2014, Jokthan, 2012, & Agi, 2019).

However, Nigerian colleges of education, which serve as the backbone for training teachers at the foundational level, have not fully aligned with these global paradigm shifts and practices. Ajayi (2022) pointed out that many programs offered by colleges of education remain rigid, outdated, and largely theoretical, leading to questions about their relevance and capacity to produce globally competent and employable graduates. This calls to mind the assertion of Ubabudu and Muraina, (2015) which is apt in this discourse because if a teacher makes any error in the process of imparting knowledge to the students, the ripple effects of such error in the classroom may transcend beyond generations yet unborn. The integration of critical abilities, pedagogical adaptation, and digital competency are the three main obstacles that teachers see in implementing 21st-century teaching competencies (Rahim, Mydin & Mastam, 2024).

Many teacher education programs in Nigeria lack curricular components that address global awareness, digital fluency, and intercultural communication, thus limiting the preparedness of graduates for contemporary classrooms that demand these skills (Okoye & Igbokwe, 2020). This study is justified by the increasing demand for teachers who possess global competencies and transferable skills that transcend the traditional classroom.

Growing concerns about the employability of teacher education graduates in Nigeria are closely linked to the issue of global competencies. The traditional view of teachers' education as a path solely to classroom teaching has hindered graduates' exploration of alternative career options (Akinbote, 2019). As labour markets diversify and unemployment rates rise, teacher education programs need to incorporate employability skills like digital literacy, problem-solving, and entrepreneurship into their curricula (Eze & Njoku, 2020). However, many Nigerian teacher graduates are ill-prepared for the demands of the workforce due to a lack of soft and transferable skills and limited practical training. Nigerian educational institutions especially need to stay competitive and relevant in the face of a changing global education landscape. In that case, they must give a rethink to the quality and relevance of teacher education produced to meet the demands of 21st-century learning and innovation skills, networked literacy skills, and life skills.

Nigeria's teacher education system needs to be repositioned to comply with international standards and increase the employability of its graduates to produce core competencies and 21st-century skilled teachers required in this digital age. Additionally, with the shifting global educational landscape and dynamics, teacher education in Nigeria must be reimagined to integrate technology and adapt to an augmented world. Teacher education must also be equipped to critically interpret platform dynamics, navigate algorithmic influence, and exercise discernment within systems designed to shape perception, compress complexity, and commodify attention (Auh,2025).

This is notwithstanding several policy reforms and national education frameworks that have been put in place, teacher education in Nigeria continues to face systemic and structural challenges. These include weak policy implementation, a lack of coordination among educational agencies, insufficient quality assurance mechanisms, and poor industry-academia collaboration (Adeyemi & Uko-Aviomoh, 2021). Additionally, the disconnect between what is taught in teacher training institutions and the realities of teaching in a modern, globalized world has widened the gap between graduate capabilities and labour market expectations. This growing divide emphasizes the need for targeted interventions to reposition teacher education in Nigeria for relevance and competitiveness.

Similarly, Darling-Hammond (2017) observed that the growing concern over graduate unemployment and underemployment among teacher education graduates calls for questions about the relationship between teacher education and labour market needs.

Given these realities, there exists a significant gap in research and policy regarding the strategic transformation of Nigeria's colleges of education. While previous studies have addressed general challenges in teacher education, there is a dearth of empirical research focusing on how these institutions can be reimagined to promote global competencies and graduate employability. This study, therefore, seeks to bridge that gap by exploring how teacher education can be reimagined through colleges of education to promote global competencies and employability.

Statement of the Problem

Teachers' education in Nigeria is at a critical crossroads. While the country continues to prioritize education as a tool for national development, the systems and institutions responsible for preparing teachers, particularly colleges of education, remain largely underdeveloped and misaligned with global trends. These colleges, which are primarily tasked with training teachers for the basic education sub-sector, face longstanding challenges including poor infrastructure, outdated curricula, inadequate funding, low staff morale, and limited integration of technology and innovation in teaching and learning. As a result, graduates of teacher education seem to lack the essential skills, knowledge, and dispositions required for effective teaching in contemporary classrooms or for thriving in a competitive and ever-evolving global labor market.

In the 21st century, global competencies such as networked literacy, intercultural communication, critical thinking, and adaptability have become indispensable for educators. However, most teachers' education programs in Nigeria are not structured to develop these competencies. Curricular and pedagogical practices remain largely traditional, focusing on rote memorization and theoretical instruction, with little emphasis on experiential learning, problem-solving, or the use of digital tools in instruction, making it difficult for many Nigerian teachers to secure high-paying jobs. Moreover, the employability of teacher education graduates is an increasingly pressing concern. Many graduates from colleges of education face difficulty securing gainful employment, either within or outside the education sector, due to a lack of relevant skills and practical experience. The narrow focus on preparing teachers solely for classroom roles neglects the importance of equipping them with transferable skills that can open alternative career pathways. This contributes to graduate unemployment and underemployment and undermines the appeal of teacher education programs among prospective students.

Despite numerous policies and reforms to improve teachers' education in Nigeria, implementation gaps, policy inconsistencies, and weak institutional frameworks have limited progress. There is also a lack of targeted, evidence-based strategies focused specifically on repositioning colleges of education to meet global standards and respond effectively to labour market realities. This highlights a significant gap in research and practice. Therefore, the problem this study seeks to address is the inadequacy of Nigeria's colleges of education in producing globally competent and employable graduates due to outdated educational practices, insufficient institutional support, and a lack of strategic alignment with global and labour market expectations. Without a deliberate and comprehensive effort to reimagine teacher education, Nigeria risks perpetuating a cycle of

underprepared teachers, low learning outcomes, and a weak education system. Hence, the study examined how teacher education can be reimagined through colleges of education to promote global competencies and employability.

Purpose of the Study

The main objective of this study is to explore how teacher education in Nigeria, specifically within colleges of education, can be reimagined to enhance the global competencies and employability of teacher education graduates. The specific objectives are to:

1. Identify the global competencies that must be embedded for teachers' education in Nigeria to become world-class.
2. Highlight the extent to which reimagining can improve teachers' education in Nigeria for global competencies.
3. Assess the extent to which reimagining of teachers' education in Nigeria can enhance the employability of graduates from Nigerian colleges of education.

Research Questions

The study seeks to answer the following research questions:

1. What global competencies need to be embedded for teacher education in Nigeria to become world-class?
2. To what extent does reimagining improve teacher education in Nigeria for global competencies?
3. To what extent does reimagining of teacher education in Nigeria enhance the employability of graduates from Nigerian colleges of education?

LITERATURE AND THEORETICAL UNDERPINNING

The Concept of Reimagining, Teacher Education, Global Competencies, Employability, Colleges of Education.

In this context, reimagining implies rethinking and restructuring the curriculum, goals, and delivery of teacher education in order to meet the demands of the twenty-first century, where teachers are expected to be facilitators, innovators, digital natives, and global citizens who can prepare students for the challenges of the twenty-first century. One of the core components of a globally relevant teacher education system is the development of global competencies. The idea that life skills, also known as 21st-century skills, are necessary to meet future societal challenges is becoming more widely accepted, particularly in educational institutions (Karacaoğlu, 2025).

Therefore, developing 21st-century competencies in teachers not only increases their teaching effectiveness but also facilitates the successful implementation of a skill-based education approach, making them more effective and efficient in achieving educational goals (Karacaoğlu, 2025).

Competencies imply “the set of knowledge, skills, and experience necessary for the future, which manifests in activities” (Apriliyanti, 2018). Organisation for Economic Cooperation and Development, OECD (2018) submitted that global competence encompasses the ability to examine local, global, and intercultural issues, understand and appreciate different perspectives, and engage in open, respectful interactions with others. Adeyemi and Uko-Aviomoh's (2021) and the World Bank's (2018) research findings have all shown the importance of global competence in teacher education. For instance, Adeyemi and Uko-Aviomoh (2021) discovered that global competencies ensure teacher education meets internationally recognized benchmarks, promoting educational quality and comparability. While the World Bank (2018) advocated that countries with globally competitive teacher education programs are better positioned to attract partnerships, exchanges, and funding.

Arising from the above, in an increasingly interconnected world, teachers must be equipped with these competencies to help learners become global citizens and digital natives who can navigate diverse cultures, economies, and ideas with effective emotional intelligence. Therefore, teachers' competence can be defined as the ability possessed by teachers to learn, utilize and apply these basic skills of the 21st century in the teaching and learning of the pedagogy. Karacaoğlu (2022) categorized 17 basic skills of the 21st century into three main categories: primary, secondary, and tertiary skills. The primary skill comprises creativity, communication, reading comprehension, and active listening, but secondary skills include problem solving, critical thinking, empathy, entrepreneurship, innovation, adapting to modern times, and being a good person. Tertiary skills include environmental awareness, research, self-confidence, collaboration, virtue and respect, and professionalism. Karacaoğlu (2022) argued that out of these seventeen fundamental skills, critical thinking, creativity, innovation, communication, and teamwork are the most important 21st-century competencies. Similar to this, researchers like (Aygün, Atalay, & Yasar, et. al., 2016; Collins, 2014; Griffin & Care, 2014; Göksün & Kurt, 2017; Rotherham & Willingham, 2010; Saavedra & Opfer, 2012; Partnership for 21st Century Learning, 2017; Uyar & Çiçek, 2021 & Karacaoğlu, 2025) have confirmed that the 21st century skills include critical thinking, communication, teamwork, creativity, and digital literacy. Additionally, it was emphasized that to live, work, and function correctly, one must possess abilities such as student-centered teaching, learning to learn, flexibility and adaptation, and instructional innovation (Karacaoğlu, 2025).

Schnekenberg and Waildt (2010) must have been informed by all these factors to recognize and reaffirm that academic staff (whether an instructor, teacher, or lecturer) need four competencies to function in the modern world: pedagogical competence, personal competence, social competence, and professional competence. The reason is that they offer measurable benefits in several areas of life (Ontario Ministry of Education, 2016). These 21st-century competencies are a set of competencies and abilities important for work progression and personal accomplishment to preserve good health and employability. This becomes important since a person's long-term success is influenced by their personal life, profession, and life skills.

According to Trilling and Fadel (2009); Saavedra and Opfer (2012); Applied Educational System (2019); and; Kalu-Uche and Eze (2020), it encompasses social and cross-cultural interaction, productivity and accountability, leadership, initiative and self-direction, flexibility and adaptability, and responsibility. This means that the transformation of teacher education requires integrating

innovative pedagogy, embracing digital technologies, and fostering learner-centered approaches that encourage creativity, collaboration, and critical thinking (Adefuye & Okafor, 2021). In addition, the redesigned teacher education program needs to be adaptable, responsive to local conditions, inventive, creative, inclusive, and in line with international standards. It should also foster resilient teamwork skills and appreciate cultural and emotional intelligence.

In light of all these points, teachers' education must be combined with a range of life skills, teaching skills, and professional teachers' lifelong learning competencies for survival and professional development (professional skill, professional innovation, and professional ability). Undoubtedly, professional competency as a means of achieving educational excellence and increasing the employability rate would be the outcome, thereby overcoming global challenges and thriving in the complex global issues.

The role of colleges of education is pivotal in this regard. Established to train teachers specifically for the basic education sub-sector, these institutions are strategically positioned to lead reforms in teacher education. Yet, they face several challenges that hinder their effectiveness. These include inadequate funding, poor infrastructure, limited access to modern teaching tools, and a lack of professional development opportunities for faculty (Akinbote, 2019). Supporting this fact, Okoli, Ogbonda, and Ekpefa-Abdullahi (2015) submitted that the problem of quality assurance, insufficient funding, lack of personnel, poor facility utilization, faulty selection process, and poor teacher education curriculum inhibits contemporary Nigerian teacher education. Moreover, the perception that colleges of education are inferior to universities has affected student enrollment, institutional confidence, and the attractiveness of the teaching profession itself. If Nigeria is to transform its teacher education sector, then colleges of education must be re-envisioned as innovation hubs capable of producing globally competent and employable educators.

This means that Nigerian colleges of education must abandon their traditional exam-focused and rote learning approaches in favor of a system that trains educators for local and international best practices for lifelong learning and their employability. Employability implies having the potential for employment due to having the requisite employment-related characteristics (Ubabudu, 2024). Graduates who want to work for organisations with a global reputation must be adept at using a variety of emerging technology components, such as artificial intelligence and machine learning, cloud computing and virtualization, user experience (UX) design, blockchain technology, cryptography, mobile app creation and software development, cyber security, and architecture, among others (Ubabudu, 2024). This implies that students must understand how digital environments condition what they know, feel, and believe to be real (Auh, 2025).

Supporting this fact, Education must change in the twenty-first century from imparting content-focused knowledge to fostering students' critical thinking and inventive abilities (Rahim, Mydin, & Mastam, 2024). Given this, beyond the students thinking critically, the students are to act ethically and intentionally within digitally mediated public life (Auh, 2025). This is because what is emerging is not a distant future, but a present condition: the augmented mind, a way of thinking formed through continuous interaction with algorithmic systems, collaborative filters, and the participatory structures of digital platforms (Auh, 2025).

Theoretical Underpinning

Human Capital Theory

Human Capital Theory was developed by Theodore Schultz in 1961 and further expanded by Gary Becker in 1964. The theory emphasizes education and training as investments in human capital, which enhance productivity and economic outcomes. Human Capital Theory is considered suitable for the study because of the following:

1. It considers education as an investment, and views teacher education not just as academic preparation, but as a strategic investment that yields returns in terms of skills, employability, and national development.
2. Its focus on global competencies which aligns well with the need to equip Nigerian teachers with skills (e.g., digital literacy, critical thinking, multicultural fluency) that are globally relevant.
3. It pays attention to employability outcomes, which means it directly connects improved education and training to enhanced employability, which is central to your research.
4. It is interest is on policy formation, and reforms, providing strong theoretical base for policy innovations, as well as guiding how teacher education can be redesigned to meet labour market needs and global standards.

In essence, applying the theory, this study conceptualizes teacher education as a critical investment in Nigeria's workforce development. By equipping pre-service and in-service teachers with global competencies, the education sector contributes to national productivity and enhances the global employability of educators. Therefore, Human Capital Theory offers both a conceptual and practical lens for understanding and guiding reforms in teacher education in Nigeria. It supports the core goals of capacity building, skill acquisition, global relevance, and economic advancement, all of which are central to your topic.

METHODOLOGY

A descriptive survey research design was adopted for the study, and the study answered three research questions. Population of the study comprised targeted 3,708 lecturers of Colleges of Education in Anambra State, Nigeria, while a sample size of 370, representing 10% of the lecturers, was drawn through a proportionate sampling technique. A structured instrument, titled 'Reimaging Teacher Education, Global Competencies and Employability Scale' (RTEGCES), which was validated by three academic research experts in this area of study, was used for the data collection. Reliability of the questionnaire was confirmed through the Cronbach's Alpha method with a cumulative coefficient of 0.88. The researchers, together with four (4) research assistants, administered and retrieved 92% of the responded instruments, which were used for the data analysis. Weighted Mean and frequency table were used to answer the research questions. For the remarks on each item, the following range of values was used:

1.0 –	1.49	=	Very Low Extent (VLE)
1.50 –	2.49	=	Low Extent (LE)
2.50 –	3.49	=	High Extent (HE)
3.50 –	4.00	=	Very High Extent (VHE)

RESULTS/FINDINGS

This section presents and interprets the results obtained from the study, providing a detailed analysis of the data in relation to the purpose of the study and research questions. The results are presented in tables and interpreted accordingly.

Research Question 1: What global competencies need to be embedded into teacher education in Nigeria to become world-class?

Table 1:

‘Table 1 Title’ ; Mean ratings of lecturers regarding global competencies that need to be embedded into teacher education in Nigeria.

S/N	Items	ΣF	ΣFX	$\bar{X}$	Remark
1.	Cultural awareness and sensitivity	340	1,020	3.00	HE
2.	Critical thinking and problem solving	340	1,156	3.40	HE
3.	Communication and multilingual skills	340	860	2.53	HE
4.	Collaboration and teamwork	340	891	2.62	HE
5.	Technological and digital literacy	340	938	2.76	HE
6.	Adaptability and flexibility	340	885	2.60	HE
7.	Global citizenship and ethics	340	932	2.74	HE
8.	Leadership and initiative	340	905	2.66	HE
9.	Emotional intelligence and empathy	340	915	2.69	HE
10.	Pedagogical expertise and lifelong learning	340	925	2.72	HE

Table 1 presents the findings on the global competencies that should be embedded into teacher education programs in Nigeria. The results reveal the key competencies considered essential for preparing teachers to function effectively in a globalized context. As can be seen from Table 1, the mean rating for each item falls within the range 2.5 to 3.49, which is classified as high extent (HE).

This implies that to a high extent, the global competencies that need to be embedded into teacher education in Nigeria include but are not limited to: global citizenship and ethics; technology and digital literacy; communication and multilingual skills; and cultural awareness and sensitivity.

Research Question 2: To what extent does reimagining improve teacher education in Nigeria for global competencies?

Table 2:

‘Table 2 Title’ ;Mean ratings of lecturers regarding the extent to which reimagining of teacher education in Nigeria can improve global competencies of teachers trained in colleges of education.

S/N	Items	ΣF	ΣFX	$\bar{X}$	Remark
11.	Enhanced employability of teachers	340	864	2.54	HE
12.	Improved quality of teaching and learning	340	857	2.52	HE
13.	Alignment with international education standards	340	884	2.60	HE
14.	Promotion of critical thinking and problem-solving skills	340	891	2.62	HE
15.	Strengthened digital literacy	340	904	2.66	HE
16.	Increased focus on inclusive education	340	881	2.59	HE
17.	Development of global citizenship values	340	976	2.87	HE
18.	Greater adaptability to changing societal needs	340	912	2.68	HE
19.	Attraction of international collaboration and funding	340	898	2.64	HE
20.	Contribution to national development goals	340	922	2.71	HE

Table 2 above shows that the mean rating for each item, from 11 to 20, falls between 2.5 and 3.49, which is theoretically rated as high extent (HE). This means that to a high extent (HE), all the items are rated by lecturers as the extent to which reimagining of teacher education in Nigeria can improve global competencies of teachers trained in colleges of education. These include but are not limited to: alignment with international education standards; increased focus on inclusive education, and development of global citizenship values.

Research Question 3: To what extent does reimagining of teacher education in Nigeria enhance employability of graduates from Nigerian colleges of education?

Table 3:

'Table 3 Title'; Mean ratings of lecturers regarding the extent to which reimagining of teacher education in Nigeria could enhance employability of graduates from Nigerian colleges of education.

S/N	Items	ΣF	ΣFX	$\bar{X}$	Remark
21.	Integration of 21st-century skills	340	878	2.58	HE
22.	Strengthening digital and technological literacy	340	1,132	3.33	HE
23.	Emphasis on practical and experiential learning	340	908	2.67	HE
24.	Development of multilingual and intercultural competencies	340	854	2.51	HE
25.	Entrepreneurship education	340	956	2.81	HE
26.	Cross-disciplinary training	340	878	2.58	HE
27.	Training in inclusive education practices	340	901	2.65	HE
28.	Cultivation of leadership and management skills	340	881	2.59	HE
29.	Global networking and collaboration opportunities	340	925	2.72	HE
30.	Promotion of lifelong learning and continuous professional development	340	942	2.77	HE

Result in Table 3 pointed out that individual items, ranging from 21 to 30, attracted a range of mean ratings (2.5 to 3.49), which is considered to be a high extent (HE). This implies that to a high extent, the majority of the lecturers consider every item of the research instrument to be the extent to which reimagining of teacher education in Nigeria could enhance the employability of graduates from Nigerian colleges of education. This means that reimagining teacher education will enhance the employability of colleges of education graduates by, among others, integrating 21st-century skills; laying emphasis on practical and experiential learning, and ensuring global networking and collaboration opportunities.

DISCUSSION

The study found that the global competencies that need to be embedded into teachers' education in Nigeria included: cultural awareness and sensitivity; critical thinking and problem solving; communication and multilingual skills; collaboration and teamwork; technological and networked literacy; adaptability and flexibility; global citizenship and ethics; leadership and initiative; emotional intelligence and empathy, and pedagogical expertise and lifelong learning. The finding is in tandem with Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2017), who found that teachers must respond effectively to new challenges, technologies, and diverse classroom situations and continually update their pedagogical knowledge and skills to meet global education

demands. Similarly, Adefuye and Okafor (2021) advocated that competence in using digital tools to enhance teaching, learning, and professional collaboration is critical.

The study also showed the extent to which reimagining of teacher education in Nigeria can improve global competencies of teachers trained in colleges of education which include: enhanced employability of teachers; improved quality of teaching and learning; alignment with international education standards; promotion of critical thinking and problem-solving skills; strengthening of digital literacy; increased focus on inclusive education; development of global citizenship values; greater adaptability to changing societal needs; attraction of international collaboration and funding, and contribution to national development goals. In consonance with the finding, Adeyemi and Uko-Aviomoh's (2021) research findings revealed that global competencies ensure teacher education meets internationally recognized benchmarks, promoting educational quality and comparability. In the same way, the World Bank (2018) had asserted that countries with globally competitive teacher education programs are better positioned to attract partnerships, exchanges, and funding.

Furthermore, the study reported that the extent to which reimagining of teacher education in Nigeria could enhance employability of graduates from Nigerian colleges of education, include: integration of 21st-century skills; strengthening digital and technological literacy; emphasis on practical and experiential learning; development of multilingual and intercultural competencies; entrepreneurship education; cross-disciplinary training; training in inclusive education practices; cultivation of leadership and management skills; global networking and collaboration opportunities, and promotion of lifelong learning and continuous professional development. In a similar study, Darling-Hammond (2017) found that field-based experiences and internships bridge the gap between theory and practice, making graduates more job-ready. Practical experience also allows modern teachers to express their critical thinking, creativity, communication, and collaboration prowess, making graduates adaptable across various job sectors.

Implications to Research and Practice

In light of the study's findings, the following implications for research and practice were provided to guide policy formulation, curriculum development, and institutional practices in strengthening global competencies and enhancing the employability of graduates of teacher education programs in Nigeria:

1. Teacher education institutions in Nigeria should undertake a comprehensive review and redesign of their policies and curricula to incorporate global competencies. Core areas such as critical thinking, problem-solving, intercultural communication, digital literacy, and global citizenship should be systematically embedded across all levels of teacher training programs.
2. Institutionalize continuous professional development initiatives to equip teacher educators with the requisite knowledge, skills, and pedagogical strategies they need for the effective integration of global competencies into teaching and learning processes.

3. Colleges of Education and other teacher training institutions should pursue strategic partnerships with international educational bodies and institutions. Such collaborations should foster student and staff exchange programs, joint research endeavors, and exposure to international best practices in teacher education.

CONCLUSION

The findings of this study underscore the critical importance of embedding global competencies within teachers' education programs in Nigeria. The study established that the reimagining of teacher education holds a high potential component to promote the acquisition of global competencies among pre-service teachers, thereby preparing them to meet the demands of an increasingly interconnected and dynamic global society. Additionally, the study revealed that a reimagined teacher education framework significantly enhances the employability prospects of graduates by equipping them with relevant skills and competencies sought after in the global labour market. Consequently, there is an urgent need for deliberate reforms in teacher education to align with global trends and ensure that graduates are adequately prepared for both national and international professional contexts.

Future Research

The researchers suggest that future researchers can replicate this research study on reimagining teachers' education in Nigeria for global competencies and employability, particularly in Universities in Nigeria, using more robust statistical tools for wider coverage and generalization, since the present study focused only on the Colleges of Education in Anambra State, Nigeria, particularly other states that are not the ones used in this study. Furthermore, other variables such as digital and technological literacy and leadership, and initiative can be examined by future researchers.

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