

Enabling GCED Pedagogy in Malaysian Schools: Teacher Awareness and Leadership Support as Key Drivers

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Abstract

Global Citizenship Education (GCED) prepares learners to understand global challenges, respect diversity, and contribute responsibly to a peaceful, inclusive, and sustainable world. Although GCED principles have been incorporated into Malaysian educational policies and curricula, their translation into classroom practice depends considerably on teachers' readiness and the support provided by school leaders. This study examines teacher awareness and leadership support as key drivers of GCED pedagogical practices in Malaysian schools. Using a quantitative survey design, data were collected from 256 teachers in Malaysian public primary and secondary schools through a five-point Likert-scale questionnaire. Descriptive analysis and multiple regression were conducted using SPSS. The findings indicate that most teachers demonstrated high awareness of GCED and perceived strong leadership support, despite only 14% having attended formal GCED training. Teachers also reported frequent use of pedagogical practices that promote student engagement, meaningful connections, transversal skills, and active learning. Regression analysis showed that both teacher awareness and leadership support significantly influenced GCED pedagogical practices, with teacher awareness demonstrating a stronger overall contribution. Among the dimensions of leadership support, support for idea generation emerged as the most influential predictor, suggesting that teachers are more likely to adopt GCED pedagogy when school leaders encourage creativity, new ideas, and innovative classroom practices. The findings highlight that policy commitment alone is insufficient to ensure meaningful GCED implementation. Greater investment is needed in structured professional development, school-level guidance, resources, and leadership practices that enable teachers to translate GCED principles into meaningful learning experiences. Strengthening both teacher capacity and supportive school leadership is therefore essential for advancing GCED pedagogy in Malaysian schools.

Keywords: Global Citizenship Education, GCED pedagogy, teacher awareness, leadership support, Malaysian schools