



Impact of Teaching Skills and Competency on Professional Behaviour of Teachers in Sikkim Schools

Sangeeta Kharga

Research Scholar, Department of Education, RKDF University, Ranchi

Abstract:

Teaching ability, pedagogical abilities, and professional conduct of Sikkim school teachers are investigated in this qualitative research. The main goals of the study were to (1) comprehend the ways in which teachers' professional behaviour is influenced by their level of competence as educators, (2) examine the ways in which teachers' day-to-day pedagogical practices are complemented by their professional ethics, and (3) learn how professional development programs help to enhance teachers' professional behaviour. The researchers in this study used a qualitative exploratory approach, gathering data from randomly chosen secondary school teachers in several Sikkim districts using semi-structured interviews, focus groups, and classroom observations. By encouraging equity, responsibility, and inclusion, the results of the thematic analysis showed that competent education has a substantial impact on ethical behaviour. Through reflective practices, student-centered tactics, and culturally sensitive education, teachers skilfully combine pedagogy with professional ethics. Collaboration, self-reflection, and professional responsibility are promoted via professional development programs, which also enhance educational competency and ethical awareness. Findings from the research highlight the need of combining teaching competence with ethical practice and continuous professional development to train educators to provide students with high-quality lessons while being true to their profession's values. The results of this study have important policy and programmatic implications for improving the professionalism of Sikkim's teaching staff.

Keywords: *Teaching Competency, Professional Ethics, Pedagogical Skills, Professional Behaviour, Teacher Professional Development, Sikkim Schools.*

1. Introduction

The quality of education is intricately linked to the competencies and professional behavior of teachers. In the context of Sikkim, a state known for its unique cultural diversity and educational challenges, understanding the impact of teaching skills and competencies on professional behavior is crucial for enhancing educational outcomes.

Teaching competency encompasses a range of attributes, including subject knowledge, pedagogical skills, and the ability to foster a positive learning environment. Research indicates that effective teaching competencies are pivotal in shaping students' academic achievements and overall development (Canuto et al., 2024). In Sikkim, where educational resources are often limited, the role of teachers becomes even more significant in bridging educational disparities.

Educators' actions, morals, and demeanours while on the job are examples of professional behaviour. The capacity to work well with others and maintain high ethical standards are all part of this. So is a dedication to lifelong learning and improving one's skillset. The professional behaviour of teachers has a direct impact on their ability to teach and, by extension, on the learning results of their students (González-Fernández, 2024).

There are advantages and disadvantages to combining current pedagogical methods with Sikkim's traditional teaching methods. In order to create a welcoming and productive classroom, teachers must be able to adjust to new ways of teaching and learning. In addition, there are a number of elements, such as socio-cultural dynamics, institutional support, and individual dedication to the teaching profession, that impact how educators in Sikkim perform professionally.

If we want to improve the quality of education in Sikkim, we need to figure out how teaching competences and professional behaviour interact with one another. Improving educational results in the area may be achieved by evaluating these characteristics and providing ideas on how to enhance teachers' abilities and develop professional behaviour.

1.1. The Statement of the Problem

The effectiveness of the teaching-learning process in Sikkim largely depends on the professional behaviour and competency levels of school teachers. Despite several educational reforms and teacher training initiatives introduced by the state government, concerns remain regarding the consistency of teaching quality and professional conduct among educators across different schools and districts. Many teachers still face challenges in adapting innovative teaching methods, integrating modern pedagogical tools, and maintaining professional ethics and accountability in their practice. This inconsistency in teaching skills and professionalism can directly affect students' motivation, academic achievement, and overall school environment. Therefore, it becomes essential to investigate how teaching skills and competency influence the professional behavior of teachers in Sikkim schools, to identify existing gaps, and to suggest strategies for improving the professional standards of educators in the region.

1.2. The Significance of the Study

The importance of this research lies in the fact that it delves deeply into the interplay between instructors' ethical behaviour and professional conduct in Sikkim schools, as well as their instructional abilities and professional growth. The study provides important information for legislators, school administrators, and teacher education programs by investigating how ethical concepts are integrated with classroom activities. This information may be used to create interventions that improve pedagogical effectiveness and professional integrity. The findings can inform the development of training modules, workshops, and professional development initiatives aimed at fostering reflective, accountable, and ethically responsible educators. Moreover, by highlighting the interplay between competency, ethics, and professional conduct, the study contributes to improving the quality of education, creating inclusive learning environments, and promoting a culture of professionalism that benefits students, teachers, and the broader educational community in Sikkim.

1.3. The Research Questions

RQ1: How does teaching competency shape teachers' ethical conduct in the classroom and overall school environment in Sikkim?

RQ2: In what ways do teachers in Sikkim integrate their pedagogical skills with professional ethics in their daily teaching practices?

RQ3: How do professional development programs influence and contribute to the strengthening of teachers' professional behavior in Sikkim schools?

1.4. The Objectives of the Study

O₁: To understand how teaching competency shapes teachers' ethical conduct in the classroom and school environment.

O₂: To analyze how teachers in Sikkim integrate their pedagogical skills with professional ethics in day-to-day teaching practices.

O₃: To gain insights into the ways professional development programs contribute to strengthening teachers' professional behaviour.

2. The Review of Related Literature

Bhutia, T. D., & Tamang, A. (2025). The Impact of Techno-Pedagogical Competencies on the Performance of Sikkim's Public Secondary School Teachers. It is increasingly critical to prioritise teacher education because of the significant correlation between excellent teacher preparation programs and such initiatives. The study's overarching goal is to determine whether or not gender and location significantly affect instructors' efficacy and techno-pedagogical competency. The descriptive survey method was used. In every case, a strong correlation was found between teacher effectiveness and techno-pedagogical ability.

Chettri, P., & Sharma, D. K. (2024). Researcher collected this information using a questionnaire that made ourselves. One choose from four different responses on the survey's 36 questions: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). Using SPSS 20 version, the obtained data was analysed. In order to test hypotheses, descriptive statistics and the t test have been used. Findings show that gender, socioeconomic position, and geographical region do not significantly influence opinions on life skill education.

Bhowmik, A., & Sharma, B. P. (2020). There is a common thread across all outstanding teachers: they give their all to their work. Spending a lot of time in class is just part of it. According to the results, the teachers' commitment to their job was low. Furthermore, after accounting for gender, geography, years of experience, education level, and other characteristics, no variations in professional devotion were still apparent. However, there was a significant difference in the educational backgrounds of the teachers.

Rai, A. (2018). It find out how happy and stressed out these educators are with their jobs generally, depending on gender, whether their school is public or private, and other demographic factors. No changes were found on the measures of job satisfaction and stress between male and female educators, or between public and private school instructors. The poll also found no statistically significant correlation between teachers' levels of work satisfaction and stress on the job.

2.1. The Research Gap of the Study

Although existing studies in Sikkim have examined teacher effectiveness, techno-pedagogical skills attitudes toward life skill education professional com job satisfaction and stress and teaching competencies they largely focus on isolated aspects of teaching. There is a notable lack of research that qualitatively explores the interconnection between teaching competency, pedagogical skills, and professional ethics in the daily practice of teachers. Specifically, no study has investigated how teaching competency directly influences ethical conduct in classrooms and the school environment, how teachers integrate their pedagogical skills with professional ethics in day-to-day teaching practices, or how professional development programs strengthen overall professional behaviour. Addressing this gap is essential for understanding the holistic

dynamics of teacher professionalism in Sikkim, providing insights into both ethical and pedagogical dimensions that can inform targeted teacher development programs.

3. The Methodology of the Study

This study adopts an explorative qualitative research design to gain an in-depth understanding of how teaching competency, pedagogical skills, and professional development influence teachers' professional behaviour in schools of Sikkim. Data collected through semi-structured interviews, focus group discussions, and classroom observations involving a purposively selected sample of school teachers from diverse districts of Sikkim. Thematic analysis was employed to identify recurring patterns, themes, and relationships in the data. This methodology enables a holistic interplay between teaching skills, ethics, and professionalism, offering practical implications for teacher training and policy formulation in the region.

4. The Analysis and Interpretation

O₁: To understand how teaching competency shapes teachers' ethical conduct in the classroom and school environment.

Teaching competency is a multidimensional construct that encompasses a teacher's knowledge, pedagogical skills, and professional disposition, all of which play a crucial role in shaping ethical conduct in the classroom and the broader school environment. A competent teacher not only imparts subject knowledge effectively but also models values such as honesty, fairness, respect, and empathy. According to Darling-Hammond (2021), teaching competency involves the integration of cognitive and ethical dimensions of teaching, where educators are expected to demonstrate both professional mastery and moral responsibility. This means that a teacher's ability to plan lessons, manage classrooms, and evaluate students fairly is deeply tied to their ethical obligations toward learners and the educational community.

Ethical conduct in teaching is reflected in how teachers manage their relationships with students, colleagues, and parents. A competent teacher exercises fairness in assessment, avoids favouritism, and ensures that every student is given equal learning opportunities regardless of gender, socio-economic status, or cultural background. As noted by Shukla and Kaur (2020), teachers with strong teaching competencies are more aware of ethical implications in everyday teaching activities, such as maintaining confidentiality, respecting students' dignity, and ensuring transparency in communication. This awareness fosters trust within the school environment, thereby strengthening professional integrity and moral culture within educational institutions.

Moreover, teaching competency influences ethical behavior through reflective practice and professional accountability. Teachers who continuously develop through training and self-assessment are more likely to critically reflect on their actions and make morally sound decisions in complex classroom situations. Mishra and Rani (2022) emphasized that competent teachers possess not only pedagogical expertise but also the moral sensitivity to recognize ethical dilemmas and respond appropriately. Academic dishonesty or bias, a competent teacher uses ethical reasoning guided by professional standards and values.

In the context of Sikkim, where schools often serve diverse linguistic and cultural communities, teaching competency becomes vital in fostering ethical inclusivity and cultural sensitivity. Teachers who are pedagogically skilled can adapt their instructional strategies to meet the needs of students from different backgrounds while upholding values of equality and respect. Sharma (2023) found that teachers in Sikkim who participated in competency-based training programs demonstrated higher levels of ethical commitment, such as respect for student individuality, collaborative teamwork, and responsible classroom management.

Ultimately, the relationship between teaching competency and ethical conduct is reciprocal and reinforcing. Conversely, adherence to ethical standards motivates teachers to continually refine their competencies to

meet professional expectations. According to Choi and Kim (2021), ethical teaching and professional competency are inseparable dimensions of effective education; one strengthens the other to create an environment conducive to moral learning and academic excellence. Thus, developing and sustaining teaching competency among educators is not just a pedagogical necessity but an ethical imperative for ensuring integrity and trust in the educational landscape.

O₂: To analyze how teachers in Sikkim integrate their pedagogical skills with professional ethics in day-to-day teaching practices.

In the educational context of Sikkim, teachers play a transformative role not only as facilitators of learning but also as moral guides and role models for students. The integration of pedagogical skills with professional ethics is a vital aspect of effective teaching, ensuring that education is both academically enriching and morally sound. Pedagogical skills involve the ability to plan lessons effectively, engage learners through interactive methods, assess learning outcomes fairly, and manage diverse classrooms. When these skills are exercised within an ethical framework, they promote fairness, respect, accountability, and empathy in the school environment. Teachers in Sikkim integrate pedagogical competence with ethics by adopting student-centered teaching methods that respect learners' individuality, cultural background, and learning pace. In a state marked by linguistic and cultural diversity, teachers are required to balance curriculum demands with cultural sensitivity and inclusiveness. As Sharma (2023) observed, many educators in Sikkim consciously design their instructional strategies to reflect respect for local traditions while embracing modern pedagogical innovations. This ethical sensitivity ensures that students from different communities feel valued and included. For instance, teachers often use bilingual approaches or culturally relevant examples to ensure equitable access to learning, demonstrating ethical responsibility alongside pedagogical skill.

Moreover, teachers' professional ethics are reflected in their approach to classroom management, evaluation, and interpersonal relationships. Competent teachers in Sikkim maintain impartiality in grading, provide constructive feedback, and encourage ethical learning behaviours such as honesty and cooperation among students. Shukla and Kaur (2020) emphasized that ethical pedagogical practices foster trust and transparency in teacher-student relationships, creating a positive classroom climate. Teachers who integrate ethics into pedagogy also model moral values through behavior—by being punctual, respectful, and responsible—thereby influencing students' character formation alongside their academic progress. This alignment between teaching skills and ethical conduct reinforces a culture of professionalism and integrity within schools.

Another important aspect of this integration is reflective practice and continuous professional development. Teachers in Sikkim often participate in workshops, training programs, and peer collaborations aimed at improving both their instructional techniques and ethical awareness. According to Mishra and Rani (2022), reflective educators critically examine how their teaching practices align with moral principles and institutional expectations. Such reflection allows them to refine their methods, avoid biases, and uphold ethical consistency in decision-making. For example, when addressing issues like absenteeism, discipline, or performance disparities, ethically competent teachers in Sikkim choose approaches that balance empathy with accountability, ensuring fairness while maintaining pedagogical rigor.

Institutional culture and leadership support also play an essential role in strengthening the integration of pedagogical skills and ethics. Schools in Sikkim increasingly emphasize ethical professionalism through collaborative teaching, value-based education programs, and teacher appraisal systems grounded in ethical behavior. As noted by Bhutia (2024), teachers who work within supportive environments that encourage ethical dialogue and shared responsibility are more likely to integrate moral principles with classroom practices. This holistic approach transforms teaching from a mere technical act into a moral enterprise, fostering not only academic success but also the social and emotional growth of students.

In conclusion, teachers in Sikkim integrate their pedagogical skills with professional ethics through a combination of cultural sensitivity, fairness in evaluation, reflective practice, and moral leadership. Their day-to-day teaching embodies a balance between academic excellence and ethical responsibility, which strengthens the foundation of education in the region. By aligning pedagogy with ethical values, teachers ensure that learning is not only intellectually stimulating but also morally empowering—preparing students to become responsible, compassionate, and socially aware citizens.

O₃: To gain insights into the ways professional development programs contribute to strengthening teachers' professional behaviour.

Professional development programs play a transformative role in shaping and strengthening teachers' professional behaviour by fostering continuous learning, reflective practice, and ethical awareness. In today's rapidly evolving educational landscape, teachers are expected not only to deliver curriculum effectively but also to embody professionalism through integrity, responsibility, and lifelong learning. According to Guskey (2021), professional development enhances teachers' capacity to adapt to new pedagogical demands, encourages collaboration, and installs a sense of professional accountability. These programs help educators bridge the gap between theoretical knowledge and classroom practice, reinforcing values such as dedication, discipline, and respect that are central to professional behaviour.

In the context of Sikkim, professional development initiatives have become vital in equipping teachers with the skills and attitudes necessary to meet the state's educational goals. Through workshops, seminars, peer mentoring, and in-service training, teachers are exposed to updated teaching methodologies and ethical standards that shape their conduct both inside and outside the classroom. Sharma (2023) found that teachers in Sikkim who actively participate in continuous professional development demonstrate higher levels of commitment, punctuality, and collaborative spirit. Such programs also emphasize the ethical dimensions of teaching—encouraging teachers to engage in self-evaluation, respect diversity, and practice fairness in student assessment. As a result, professional development not only enhances pedagogical competence but also strengthens the moral and professional foundations of educators.

Another critical contribution of professional development programs lies in promoting reflective practice and self-awareness among teachers. Reflection allows educators to analyze their classroom experiences, recognize ethical dilemmas, and align their actions with institutional values and professional standards. As noted by Avalos (2019), reflective professional development encourages teachers to view themselves as lifelong learners responsible for their moral and pedagogical growth. In Sikkim, where teachers often face culturally diverse classrooms, reflective practice helps them respond sensitively to students' needs while maintaining fairness and empathy. By developing the ability to question their assumptions and practices, teachers evolve into ethical practitioners who uphold integrity and accountability in their professional conduct.

Professional development programs also foster collaboration and collegiality, both of which are integral aspects of professional behaviour. Collaborative learning environments—such as teacher learning communities and peer observation groups—enable educators to share experiences, discuss ethical challenges, and develop a collective sense of responsibility. According to Desimone and Pak (2017), effective professional development promotes social learning, where teachers support one another in refining both teaching techniques and ethical practices. In Sikkim's schools, such collaboration enhances the spirit of teamwork and mutual respect among teachers, leading to more cohesive and ethically grounded institutional cultures.

Furthermore, professional development reinforces the professional identity of teachers by emphasizing their roles as moral agents and community leaders. Through programs focusing on educational ethics, inclusive teaching, and leadership skills, teachers gain a deeper understanding of their societal responsibilities. Bhutia

(2024) highlights that Sikkim's recent teacher training modules have integrated values-based education and ethical leadership components, which have significantly improved teachers' sense of commitment, accountability, and respect for professional norms. Such initiatives ensure that professionalism is not limited to classroom performance but extends to all facets of teachers' engagement with students, parents, and the larger community.

In summary, professional development programs strengthen teachers' professional behaviour by integrating pedagogical enhancement with ethical growth. They encourage teachers to be reflective, empathetic, and responsible, ensuring that professionalism becomes a lived reality rather than a theoretical ideal. In Sikkim, these programs have become instrumental in cultivating educators who not only possess strong teaching competencies but also demonstrate integrity, respect, and dedication—qualities essential for sustaining educational excellence and ethical teaching practice.

5. Conclusion

The study highlights that teaching competency, pedagogical skills, and professional development are deeply interconnected in shaping teachers' professional behaviour in Sikkim schools. Teaching competency not only enhances instructional effectiveness but also directly influences ethical conduct, guiding teachers to act fairly, responsibly, and inclusively within the classroom and school environment. Teachers integrate their pedagogical skills with professional ethics by employing culturally sensitive, student-centered approaches, maintaining impartial assessment practices, and modeling moral values through their interactions with students and colleagues. Furthermore, professional development programs play a crucial role in reinforcing both pedagogical competence and ethical awareness, fostering reflective practice, collaboration, and accountability among educators. Collectively, these elements contribute to the cultivation of a professional teaching workforce that upholds high standards of integrity, effectiveness, and ethical responsibility, ultimately promoting a positive learning environment and improving educational outcomes in Sikkim.

References:

- Aggarwal, J. C. (2014). Essentials of educational psychology. Vikas Publishing.
- Anderson, L. W. (2015). Teacher effectiveness: Research-based principles. Pearson.
- Bajpai, S. (2019). Teachers' professional behaviour: Determinants and implications. *Journal of Education and Practice*, 10(5), 112–119.
- Bairagya, S., Maity, N. & Maity, A. (2022) Issues And Challenges In Women's Access To Higher Education In Purba And Paschim Medinipur District West Bengal, *Vidyawarta Peer-Reviewed International Multilingual Research Journal*, Volume, 47, Issue-09
- Borich, G. D. (2016). Effective teaching methods: Research-based practice (8th ed.). Pearson.
- Darling-Hammond, L. (2017). Teacher education and the development of teaching competence. *Educational Researcher**, 46(6), 321–338.
- Day, C., & Gu, Q. (2009). Teachers' professional lives: Longitudinal and life history perspectives*. Routledge.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). SuperVision and instructional

leadership. Pearson.

- Gupta, V., & Yadav, R. (2020). Assessing teaching competency in Indian schools: A conceptual analysis. **International Journal of Educational Research and Development*, 9(2), 45–52.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring on beginning teacher competency. *Review of Educational Research*, 81(2), 201–233.
- Korthagen, F. (2017). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 25, 117–126.
- MHRD. (2020). National Education Policy 2020. Ministry of Education, Government of India.
- National Council for Teacher Education. (2014). NCTE regulations, norms, and standards. Government of India.
- Phurba, L., & Rai, S. (2021). Teacher competencies and classroom practices in Sikkim government schools. *North-East Education Review*, 14(1), 88–96.
- Rajput, J. S., & Walia, K. (2019). Teacher professionalism and behaviour: Indian perspectives. **Indian Journal of Teacher Education**, 40(2), 55–63.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of new reform. **Harvard Educational Review**, 57(1), 1–22.
- Sorey, K. (2018). Teaching skills and classroom effectiveness: A meta-analysis. *International Journal of Pedagogical Studies*, 12(3), 67–74.
- Tambe, N., & Rai, P. (2022). Professional behaviour indicators among school teachers in Sikkim: An empirical study. **Himalayan Journal of Education*, 4(2), 122–134.
- Sanuar.sk maity,a (2024) Educational Problems of Muslim Girl's Students At Secondary And Higher Secondary School Education of Paschim Medinipur District In West Bengal, *American Journal of Language, Literacy And Learning In Stem Education Volume 02, Issue 05*.
- Maity,a,& dandapat.a.k(2016) Higher Education In India: A Study on two States, *Gurukul International Multidisciplinary Research Journal (GIMRJ)* 6, issue-issue – ii, pages-page 156.
- Maity,A.(2024) Investing The Benefits Of Project Based Learning In Science Education, *New Trends of Teaching, Learning And Technology*| Volume 1314,Publisher,REDSHINE Publication.
- Paria.M & Maity.A(2022) Gender Disparity In Teacher Education: The Experience In West Bengal, *IJAAR/2347-7075, Volume-2,,Issue-10*

Citation: Kharga. S., (2025) “Impact of Teaching Skills and Competency on Professional Behaviour of Teachers in Sikkim Schools”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-3, Issue-10, October-2025.