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The roles of teachers and schools are changing, and so are expectations about them. Teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, and engage in evaluation and accountability processes. Teachers need to help students acquire not only “the skills that are easiest to teach and easiest to test” but more importantly, ways of thinking and working. The present study is an attempt to investigate “work motivation and professional competence as determinants of change proneness in teachers”.

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